

Educational Supplement

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Break

Queen of the North

Charlotte Mason College in the Lake District is the smallest mono-technical teacher-training college in the country.

"Well", pause, "Charlotte Mason has powerful friends." The same answer is given again and again.

Later still people suggest that it's rather good to be pleased with an interesting new degree in applied education; is able to select his intake of 90 from 160 applicants so that it can turn down anyone who does not have O level maths or cannot pass an equivalent entrance exam in maths.

It can point to the high rate of accreditation by Cumbria to its in-service BEd courses (25 students). There are the courses in the hands of the authority, the consultancy and assessment services.

It could, but it doesn't—since Bill Percival is not altogether enthusiastic about the idea—dwell upon its role in helping to develop coordinated ideas about a common curriculum in the area.

But it all comes back to those friends. Prominent among them are the vice-chancellor of Lancaster University, Charles Cartor, and the director of the university's school of education, Professor Alec Roe.

the applied education degree, a course which weaves school practice and learning theory together in a way which is a far cry from the old philosophical stuff.

There is the Cumbria education authority and then there is Charlotte Mason's chairman of governors, Lord Morris of Goswami, ex-headmaster of King Edward's School, Birmingham, ex vice-chancellor of Leeds University, KCMG, MA, LL.D., LL.M., LL.B., to quote but a few of the notches recorded in his long *Who's Who* entry.

Furthermore Bill Percival himself packs a certain punch. He is head of Bicester school in the days of its resounding reputation and was sent to have been on the list for Harry Roe's old job as professor of education at York—the job Ian Lister got.

Nor at all the same feeling of affection is apparent in Lancaster when talk turns from Charlotte Mason to the two colleges now subsumed in Preston Polytechnic, Chorley and Poulton-le-Fylde. Preston Polytechnic loses all initial teacher training according to Monday's announcement. A decision which was not predicted.

At present the work in those two colleges is still validated by Lancaster, pending approval of their new courses by the CNA. "No wonder I'm known as the Godfather", says Alec Roe. "They come up to the CNA and they find me there on the validating committee. Once you cross the Mersey you're really into Ross country."

The question now at Charlotte Mason must be whether, having apparently won the battle for survival, they can keep the machine running in its present highly tuned state. The place is like a moral reforming mission. It is clean and comfortable, it has an air of conviction and certainty about it.

It has a high powered staff (dominated by men though only 25 per cent of the students are men). The Lake District is very beautiful and there are plenty of things to be done, but...

Come fly a kite

Other people have noticed that regional planning in the North West has a long way to go (Break, January 21) and think something should be done about it.

Manchester's chief education officer, Dexter Fiske, flew a kite at a meeting of the Home-Masters' Association in Wigan last weekend: how about a staff college for in-service training for the North West?

Here was this provision for the equivalent of 1,000 in-service training places throughout the country. The people to staff the courses were going to be there in the colleges. Secondment was difficult and there were studs that it was slipping back. Something must be done to prevent this, to prevent authorities from closing in narrowly on themselves, cutting off the leaving of outside ideas at a time when their teaching



"A staff meeting is still a staff meeting whatever the Bullcock report says."

force, being more stable, was likely to become more isolated. Anyway why not make use of the slack in the colleges?

Such a staff college might be modelled on the North West Education Management Centre, which I should at once declare an interest here... its work in the past five years has been watched over by a steering committee of which I am chairman", he said.

How such report cards are treated once schools start keeping them is likely to prove one of the most contentious issues. Are they to be shown to parents? Are parents to have the right to see them? If so what happens when a child's card is marked, for example, "watch for battering"?

Unseemly wrangling

Those unfamiliar with the inter-eclectic disputes within film teaching may be surprised to know that a single article by Stanley Reed in the TES inset on film and video in education (January 7) attracted a flood of letters—all remarkably similar.

Keeping tabs

In the tricky matter of standards Cumbria is quietly getting on with its own thing at a more delicate and discreet pace than Lancashire, where plans for tests and remedial action were published in December.

For two years now the county has been running a pilot scheme on record keeping and the sort of test needed to produce records which are useful on transfer from primary to secondary school.

Peter Boulter, director of education for Cumbria, is the advisory committee of the Assessment of Performance Unit and is greatly interested in the whole question of tests and record keeping, seeing it as one of the most important ways in which schools can defend themselves against often inappropriate demands from outside critics.

After the party

The dust may have settled on the North of England education conference in Macclesfield, Staffordshire (Shirley Williams laid into the body from captaincy of India to classroom teachers), but Mr George Newman, chairman of Staffordshire County Council, is Mr Newman 71, welcomed delegates to the conference who address which could charitably be described as more enduring and enduring. He also welcomed delegates to a reception later on the wine flowed and the party schools' big band brayed.

Seventeen charges accuse him of corruptly receiving a Jaguar Victor car in 1962 and a total of £3,210 between 1970 and 1973 in connexion with land development applications. Mr Jack Nicklin, building company director, denied charges of curbing Mr Newman the money.

Next week

Central control: Anne Corbett reports on the continuing system of curriculum planning control in France; Douglas Hilly argues against the value of such a system for Britain.

schools—claim that Reed exaggerated NAFEF's pragmatism and SEET's obsession with arid theory, ignoring SEET's practical contributions to film studies.

Reed also omitted, as the BEI pointed out, any reference to the body's own Educational Advice Service and its contribution to teaching, a service for which he himself was directly responsible. But then Reed's tenure at the centre coincided with the bitterest local conflicts within the Institute and its membership, challenges both his administration and the authority of the government, then education department was the centre of that storm, and present Educational Advice Service rose phoenix-like from the resignation of most of the old education department. Such unwelcome wrangling does little to help cause of film studies.

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The trial is expected to last two weeks.

A lugubrious fellow called Pro Once said to the new Sec of W "Worshipful Inspector, your small private sector would so comprehensive last in John Wilkinson, Welwyn Hatfield, Surrey, the best of the bunch of answers to the *Wimmerick* in the New Year quiz.

Arts

Next week

Central control: Anne Corbett reports on the continuing system of curriculum planning control in France; Douglas Hilly argues against the value of such a system for Britain.



Larger than life: two faces of Shirley Williams (one projected on to a huge screen behind the platform) at the Youth Charter towards 2000 Conference at Wembley this week. Report, page 5.

Shake-up in the inspectorate: focus switches to centre

by Auriol Stevens

Her Majesty's Inspectorate is being reorganised.

From the beginning of this year between 70 and 100 HMIs—about a quarter of the total force—will be withdrawn from the general, local and subject specialist work they are doing at the moment.

Instead they will work on national surveys and studies. There are a dozen such studies now being made and another dozen due to start this year.

The rest of the Inspectorate will continue to work mainly on a local basis. The changes were outlined in a letter sent to chief education officers from the senior chief inspector, Miss Sheila Browne, last December. It is said that because of changes in the work of the Inspectorate and the increased number of national exercises it was undertaking: "We have decided that a proportion of the Inspectorate will be made available primarily to the centre and will not be available for territorial assignment in a general or specialist capacity."

This, the letter went on, "should not make a great deal of difference to any local authority, though the impact will vary from one to another... In most areas some reduction of the number of inspectorial inspection is inevitable.

But although the network of specialist will have to be rather more lightly spread, the district inspector will still be able to act as an intermediary in calling upon such resources as may be required."

In a subsequent letter to a hand-master last week, Miss Browne assured him that: "It does not mean any large scale withdrawal of HMIs. We began the whole exer-

rise by working out the minimum needs for territorial cover and thus safeguarding our basic work."

The Inspectorate is now being divided into two teams, the smaller, central team, described as "first call centre" (FCC) and the larger, local team, described as "first call territorial" (FCT). They will be strictly comparable in status. Assignments to the centre team will normally be for about 18 months and will neither help nor hinder an HMI's career prospects.

The FCC is in no way intended to be an élite. Nor will assignment to the centre involve anyone having to move home. And, since the national exercises also involve work with local institutions, it should not greatly decrease the occasions HMIs are seen in schools.

Although Miss Browne's original letter mentioned "recent events" as making the changes necessary, the reorganisation has in fact been planned over the two years since she took over as head of the Inspectorate. It is based on a detailed analysis of the composition, experience, age and expertise of the Inspectorate. The details of the present plan were agreed through discussion and consultation last summer, before the Prime Minister's Great Debate speech.

A growing concentration on national exercises drawing together the work of the Inspectorate in a form that can readily be published and disseminated has also been part of Miss Browne's strategy over the past two years. The present debate has however produced new pressures, a shortening of deadlines, a greater feeling of urgency and exposure.

The purpose of the present reorganisation is first to rationalize

All change at 16

Hint that the Government is strongly favouring tertiary colleges over the Society of Education Officers' Conference (page 6), the Labour Party Local Government Conference (page 8), and the Youth Charter Conference (page 5).

Rival debate

The Conservative Party has announced a 10-point plan for its own Great Debate on education. As well as holding its own regional conferences, and a series of lectures, it will be making a study of comprehensives and how to improve them page 6

Teacher shortage

The scarcity of good mathematics teachers is getting even worse according to DES figures about to be published page 7

Cautious young man

Lord Melchett discusses education politics in Northern Ireland with a wary eye on the effect of imprudent remarks while consultations are going on. page 10, 11

The President's man

Joseph Callano, President Carter's new Secretary for Health, Education and Welfare, is determined to streamline federal involvement in education so as to make more impact on discrimination page 12

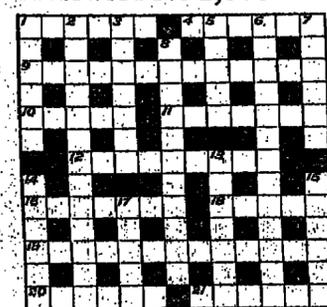
Council of Europe

Created at the height of the cold war to foster respect for democratic institutions, the Council of Europe is now suffering from the thaw in international relations and the transfer by its most important members of their money, time and attention to the more powerful centre of the EEC in Brussels. page 13

Curriculum control

How the French system works—and how it is being modified to allow greater flexibility. Anne Corbett page 18, 19

Crossword No 1,076



- Across 1 Ungrudging hero for distinguished artist (6). 4 His nose is not his leading feature (6). 9 Provides a capital flying start for the English traveller (6, 7). 10 "What can scathe her melting sholy" (Gold) (4).

Down

- 1 Widow in old-fashioned guise (5). 2 He may when you go (6, 7). 3 Demonstrate a lion's should be his business (7). 5 BH disposal? (5). 6 Readable account of athletic events? (8, 9). 7 His profession would seem to be negative (6). 8 A experience for balding man (4, 7). 13 Such things are not in good taste (7). 14 US serviceable qualification (6). 15 Depression—the natural result of an turbulent (6). 17 Somerset Maugham produced a round one (5).

Solution to Puzzle No 1,075

Bridge

The good player avoids flusses with the same degree of ingenuity as Bertie Wooster avoided work, for three reasons: a finesse depends on guessing, rather than science; it has a 50 per cent chance of success, which is not enough; and by giving himself up to fate the finesse loses control, which is uncomfortable. He may lose the finesse and suffer an immediate ruff, for instance.

If you are missing the queen of trumps, of course, you may have no alternative. But this is not the case when the missing card is the jack, and few people would play the following hand wrong:

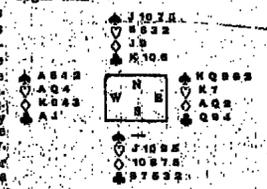
East is playing 6 spades. He wins the opening heart lead, and lays down the king of trumps, thus guaranteeing the contract. Even if one opponent has four trumps to the jack, declarer can catch it by finessing in whichever direction is necessary. The only trick to this is to play from his double honour first (the K Q), and not the ace first dummy.

poor substitute for reflection. Automatic play could lead to sorrow on the next hand:



The contract is again 6 spades, and it looks as if all you need is a 3-3 split in diamonds or a successful club finesse to make an overtrick.

This time, however, the play of one of East's two trump honours is wrong, because you are missing the jack and the 10. If south has all four trumps, there is nothing you can do about it... he will make one trick with them. But you can prevent a trick if North has them, simply by playing the ace to the first round of trumps. This will enable you to finesse twice through North's 10 into your own K Q 9, which you would not be able to do if the ace or queen had gone to begin with.



I saw this mistake made by a player who was won almost all possible international titles, and who were the four hands, South led jack of hearts. Declarer won with the king, laid down the king of trumps, and immediately saw error. North now has a certain trump trick, the diamonds are split 3-3, and the club finesse is not worth either.

But a roused dilettante for playing to partner forced declarer to take a title-winning form. Three trumps were cashed, the A-Q of diamonds and the A-K of hearts, ending in dummy with following 5-card position:



When the king and 6 of the suit are led from dummy, nothing North can do is declarer making four of the

End of small sixth forms in sight

Firmer and firmer statements are emanating from the Department of Education and Science about the desirability of bringing sixth-form work together in sixth-form or tertiary colleges. Mrs Williams said it at the North of England Conference and again at the Youth Charter 2000 Conference this week, and Mr James Hamilton said it in his clearer terms to the Society of Education Officers last week.

The Department has been working for some months gathering together facts and figures about sixth-form organization and is likely to raise the subject for further discussion with the local authorities at the end of the month.

There are clear signs that some local authorities are interesting themselves in the possibility of some kind of separate sixth-form provision. Those where the effect of the falling school population is already most apparent because it is compounded by migration patterns, and those who have not yet settled their pattern of comprehensive organization to the DES's satisfaction are most likely to welcome clear leadership.

The Department has also been one of the main contributors to the Central Policy Review Staff's study of the social implications of a falling population. Education, as one of the first areas to feel the impact of the demographic change, is one of the major preoccupations of that paper. The Depart-

ment's growing faith in sixth-form rationalization will doubtless be reflected in it.

At the same time, local authorities, engaged in the painful business of trying to cut costs without inflicting damage on the quality of the service, are being forced back to the point where they cannot avoid looking at the teacher-pupil ratio. To allow the ratios to worsen during the compulsory years of schooling, where already class sizes and teaching groups are far larger than in the manifestly attractive independent sector, would be to invite trouble from teaching unions and parents. But even if ratios were slightly worsened, classes throughout the system could probably be reduced if the numerous tiny sixth-form groups were rearranged on a more cost-effective basis. (In fact, all something is done about this, it is extremely difficult for the defenders of the education interest to make good their claim to be getting the best value for the huge sums they seek.)

The combination of forces pushing for sixth-form rationalization is, in short, becoming formidable, possibly irresistible. But before the old world is swept away, there are a few questions to be raised. Attention has to be paid to the consequences for the 11-16 sector. The traditional secondary school argument has been that the removal of sixth-form work under-

mines the quality of academic teaching lower down. Is this true? Does it stunt the growth of brighter students? Does it cream off all the best teachers? Does it allow the non-academic to develop along more diverse lines without loss of status? It is going to be important that these questions should be aired over the coming months—and the putative remedies for any consequential ills examined.

There is also the matter of the 18-plus. The Schools Council and the examination boards are still working away on their proposals for the 18-plus examinations. These proposals were first set in motion when tertiary and sixth-form colleges were rare. By the time they emerge they may well have come into vogue.

One consideration behind the economic case for rationalizing the sixth forms is the wider desire to bring all forms of post-compulsory education closer together. The development of tertiary colleges—to an even greater extent than sixth-form colleges—should greatly assist that policy. In that case the development of a packaged A level of a purely academic type could prove an anachronism. There is a growing case for including in the present study ways of bringing other qualifications in the post-compulsory sector into line with A level and bringing them into consideration in devising a broader combination of 18-plus qualifications for admission to higher education.

Mind the flowers

These are heady times for the Inspectorate, now in the process of the internal reorganization described elsewhere in this issue. The HMIs are not everybody's paragons. Once feared, they have had to make the uneasy passage from one dispensation to another. There was a time when they seemed to be losing their judgemental role and becoming advisers only. Now, in the post-Callaghan age, they have been projected to the centre of the stage, their influence increased, their responsibilities enlarged in respect of both their traditional roles as guardians of standards and advisers on curriculum.

The politicians having moved in, and having decided to mobilize public opinion as a counterweight to the teaching profession, it must be to the local authorities and to the Inspectorate that the education service must look to defend essential, though rightly limited, values of autonomy and professional independence, against the expediency of present political demands. The Inspectorate has a peculiar relationship with both politicians and administrators. The value of the advice given by the HMIs is not only on their maintaining a certain distance from the routine exigencies of policy execution. They have retained something of the special status implied by their royal title, but at the same time it is well-established that they are at the disposal of the Minister.

Under the knife again

There can be few at work in the local authorities who would disagree with Messrs Shore and Hayward's sweeping structures at the weekend on the way local government was reorganized.

There can be few who would agree with the ideas they floated at the Labour Party local government conference (page 8), that we should start right away to mitigate the disasters built into the structure by tinkering with it here and there. And this merely as a preliminary to the long-term root and branch operation which would replace one tier of the existing system if the regional set-up toyed with in the Government's devolution discussion document were to materialize.

One of the little things that might be embarked on piecemeal—Mr Peter Shore described the process euphemistically as "introducing flexibility and organic growth"—would be the return to power over education, social services, housing to the boroughs within the county areas.

It is one thing to condemn the expensive overlap of functions and

arbitrary division of services with which the Conservative Government of 1972 replaced the Redcliffe-Maud proposals. It is quite another to try to pull local government out of the traumas of the last reorganization by starting on another one. The operation is necessary, and yet not well enough to public the little again for another 10 or 15 years.

In any case, there could be nothing so disastrous for local government as remodelling it with every political swing of the national government. Mr Tom Hayward promised a statement on regional boundaries and services at the 1978 Labour Party Conference which would rule out any regional legislation before the end of the decade and very likely hand the ball back to the Conservatives.

More than one committed town hall man believes that the last reorganization was so appalling that it could have been expressly designed to kill local government stone dead. If the Labour Government does not think its ideas through thoroughly, one more little push now might do the trick.

Hot and sticky hands

Both Mr James Hamilton at the Society of Education Officers and Mrs Williams at the Labour Party local government conference, last week touched on the possibility of specific grants payable by the DES to promote particular policies. This idea is now being kicked around Whitehall in the wake of the Layfield exercise. At present all—or almost all—the money which the Treasury pays towards the cost of the education service is handed over to local education authorities in the form of a lump sum year support grant. Although every year there is the charge of one minister after another solemnly reminding the list of spending commitments brought together in the calculation of the lump sum, once the money is received by local authorities for them to decide how to cut the cake.

In-service training, on which Mrs Williams would like to see a high

priority, provides a challenging example. If the DES had its own budget for specific grants in-service training could be singled out for direct funding, and thus allowed to go ahead.

The local authorities are uniformly hostile to specific grants, regarding them as essentially contradicting the rate support grant principle, and certainly anything like the rumoured 10 per cent or more of education moneys on which the DES would like to lay hot and sticky hands would blow the rate support grant sky-high. It would also run the real risk of stopping local authorities from spending on anything which there was the slightest chance they could get the DES to finance directly.

But a small pot of gold would be quite another — more like 1 per cent than 10, to be used to set new projects off the ground. Bump-prime grants could serve a valuable purpose, both in stimulating local activity and also in concentrating DES thinking positively.

Orchestral death knell

Boris Ford

Whatever people may think about the British pound, they certainly continue to think very well of the British orchestras—all 22 of them, employing some 1,500 players.

Indeed, British orchestral playing, and notably British sight-reading, is one of the country's few unassailable excellences. Yet the BBC has not thought very well of its Academy, or at least has not thought it worth the comparatively modest sum it costs to maintain; and so this 10-year-old training orchestra is to be closed down.

At a time when colleges are falling by the dozen, where the world of education may well ask, are there tears for one small training orchestra of some 36 players? But tears there certainly should be, for the Academy is unique in Western Europe and maybe in the western hemisphere.

It is the only orchestra which exists to help the trained and excellent instrumentalist to cross the gulf between a musical college or university and a fully professional orchestra. To jump straight from one to the other, without having studied the orchestral repertoire or worked under a variety of professional conductors, is more than very many young players can manage, both technically and psychologically. And so Sir William Glock, with the strong support of the Musicians' Union, conceived the idea of a BBC training orchestra, for the BBC's 11 orchestras make it very much the largest single employer of orchestral players.

The orchestra was founded in 1966 as a full-size orchestra; some years later it was renamed the Academy of the BBC and reduced to chamber orchestra size in order to help meet rising costs. Since then, ironically, certain BBC controlling voices have been heard condemning the Academy as being too small to do an effective job.

What kind of job, then, has it been doing? And how is that job to be evaluated, in musical or cash terms? The Academy has been based in Bristol, which has proved an excellent centre because it is close (and ever so likely) to London, for visiting conductors and soloists, and yet has no permanent professional orchestra of its own.

The members of the Academy stay with it (though one should not be using the past tense) for about six months on reduced professional salaries, and then they go on to virtually all the major symphony and chamber orchestras in the country, some of them, of course, BBC orchestras. That is the measure of the Academy's success; it enables its players to bridge that formidable gulf to make the ranks, and take on the grueling life of a fully professional orchestral player.

The Academy gives a weekly broadcast and 13 live concerts each year; and it has undertaken a cor-

tain amount of touring. The great majority of conductors and soloists who have worked with the Academy over the years, from Sir Adrian Boult to Mr Norman Del Mar, the Academy's present conductor, think very well of its work, and many of them recently write to emphasize its importance.

As far as one can tell, the Academy's audiences have greatly enjoyed its concerts. As Mr Del Mar said last year: "I believe in the thing, which is extremely valuable and should go on, otherwise I would not have taken it on. I deplore the retrenchment that has taken place and I think what is happening is a gross betrayal of the whole situation."

But for the past few years, and particularly for the last year, the BBC has said that it cannot carry the cost of the Academy on its own. It has therefore been insisting that it can only continue if some other organization or group of organizations share the annual bill. Exactly what that sum is has remained obscure.

The present annual cost of running the Academy is about £10,000. But if a condition of the orchestra's survival were that it should be enlarged to about 70 players, as the BBC has simultaneously demanded, then the sum to be shared would presumably be nearer £200,000. So the BBC has made various approaches from time to time, to Lord Goodman, the Arts Council, the colleges of music, the major orchestras, in the hope of finding £50,000 to £100,000 a year.

Yet only recently Mr Newby, managing director, radio, indicated that if a consortium of six firms came forward with £5,000 each, the Government might consider their offer. If this sounded like a generous concession, £30,000 being a great deal less than £100,000, it only underlined the financial absurdity of the whole business.

This vagueness about precise figures confirms one's suspicion that shutting the cost of the Academy, or even closing it down, is not likely to rescue the BBC from its financial problems, which are to be measured in millions, not thousands of pounds. This pality saving would be quickly forgotten by the accountants grappling with far vaster figures.

In which case, the final decision to close down the Academy must really be seen as a gesture of kind, but whom is this gesture designed to impress? The music-loving Chancellor of the Exchequer? And what evidence is there of likely success?

Certainly the Musicians' Union is not impressed; and it was the MU's policy of insisting on the employment of its musicians in proportion to the hours of recorded

broadcast music which was responsible for the creation of the Academy in the first place. The MU has insisted that the BBC should not have a permanent orchestra, but that it should have a comparatively minor commitment to the training of a professional orchestra, which depends on the BBC's user of music and thus is a responsibility and an obligation which it is now relinquishing at a time when the value of the radio budget devoted to the employment of musicians is falling anyway.

If it were really true that the BBC's user of music had decided on the Academy as being a better alternative to other costly and self-defeating projects, then it would be reasonable to expect that the BBC's income, which in 1976 was £15m.

On the other hand, if the Academy is being closed down because it is "not good enough" and these powerful barons do not like its quality and its morale, then support, what publicity, has been given the orchestra? How has it been treated as the last and successful of the BBC's professional orchestras, as distinct from being treated and built up as a BBC's unique training orchestra?

And if the Academy needed to be enlarged to its original full size, without increasing the cost to the BBC, then I believe the most promising idea would have been to turn it into an international training orchestra, by bringing in 30 foreign instrumentalists as sardines from their own countries, performing in the Academy's premises. This would be a genuinely international of all nations, and such a venture, if there had been time and opportunity to explore its feasibility and to set up, could well have been made a great success, financial as well as musical and educational.

One of the most depressing aspects of the story is that the Academy has steadily refused to postpone its decision for six months or a year, as to give others, as well as adequate time to try to find a solution without waiting to see what the Annual report on broadcast music and the Gulbenkian inquiry into the training of musicians, both of which are due this year. All in all, it is a story that does little to enhance one's confidence in the musical or educational conscience of the BBC.

Professor Ford is director of college and further education studies department of Bristol University's school of education.

Letter to the Editor

Heading for the right leadership?

Sir—I feel I owe an answer to those teachers who have replied to my letter "When too much power goes to the head" (December 31, 1976).

A masterly silence characterized all unions other than some members of NATFES, who were particularly constructive. A high proportion of comment came from teachers with over 25 years' service.

There was no dissent about the need for accountability, that abuses exist and are a serious threat to education. All were conscious of difficulties. One teacher said: "It is easier to get rid of an American president than an English head teacher", while drawing some interesting parallels with Watergate.

There was evidence of pastoral concern for heads in their lonely and exacting job; even a suggestion that the academically insecure might be awarded honorary degrees to bolster morale.

Suggestions about power limitations were as follows:

- That heads should be appointed on limited term contracts—perhaps ranging from three to 10 years were proposed. That such contracts should be renewable subject to in-service training and a minimum

period of full classroom teaching.

That heads should receive a vote of confidence from 60 per cent of the staff every four years in order to sustain their appointment.

That heads should not be appointed under the age of 40 years because of the experience needed, the difficulty of maintaining enthusiasm over a long headship and in order to provide wider promotion opportunities.

That heads should provide in writing the theoretical and practical framework within which the school is run, and that this should be available to everyone, including parents.

That a system of "evolving head appointments" should operate among senior staff members.

That the handing out of allowances and promotions, while involving the head, should be done on a broader basis, the i.e.a. having the final say in "obviating the 'divide and rule' tactics" of some, and lessening the prospects of "crawlers".

That there should be enforced a minimum resemblance between an appointment as advertised and interviewee, and the timetable subsequently received by teachers.

If headteacher weakness fre-

quently stems from personal insecurity some of these suggestions would minister to the disquiet and will.

My own suggestions for the future would be that all intending headships should be screened by a selection procedure similar to that of the Marriage Guidance Council, with 50 per cent of applicants accepted, for training 12 months in a school, before being eligible for appointment. After probationary 12 months as a head, confirmation to permanence would be given by the authority, after consultation with managers, teachers' parents' representatives, and other interested parties.

This aspect of the Great Debate deserves more attention than a mere reference to "lack of leadership" by the head in the minutes of diagnosis.

KENNETH C. HENSON,
51 The Parade,
Blacon,
Chester.

More letters, pages 14, 15

Shake-up among HMIs

continued from page 1

the work of the Inspectorate. As she explained last week in her letter to the headmasters about the changes: "The majority of HMIs have been leading a grossly overworked double even triple life trying to serve promptly both local and national masters."

She expanded the point this week. "It has been thought that the Inspectorate was a model of planning and efficiency, that they were always careful to say 'no' to excessive demands, to avoid overwork and the resulting ineffectiveness. This was not so. The model was extremely difficult to do a good job takes less time than it does. The result was that publications would be delayed or things not brought to a state in which they could be published—with the resulting accusations of 'secrecy'."

The new organization will, she hopes, bring the Inspectorate more into the open as well as producing more efficiency, a more acceptable pattern of work, and less discourtesy to institutions who have suffered from having visits cancelled at short notice. The aim is to improve the flow of information from the inspectors to the schools and to teachers. Speedier preparation of more numerous reports and papers is seen as an important part of this opening up process. A number of the national projects are now nearing publication.

Some of the central assignments for short periods will also, Miss Browne hopes, help to foster a collective Inspectorate view of what is being done. For this reason the central team is slightly enlarged towards the younger HMIs who have not had through the period of centrally determined inspections which in the past fostered cohesion.

The central team is being kept small so that close contact can be maintained with conditions in schools. The teams are also designed to interlock, with the central team planning, organizing and subsequently analysing and writing up the work.

Many studies—as for example the study of middle schools which is to start this year—are set up to be done by the local teams, but are not from local HMIs' reports. In this way, Miss Browne intends to preserve the possibilities for innovation and ensure that national projects are realistic.

Some of the studies due to be produced over the next few years by the Inspectorate—such as the primary and secondary surveys—will be in the traditional definitive form. But over the next few months the first of a new series of more tentative, ephemeral papers, designed as the basis for strategic planning by local authorities, are expected to be issued under the title *Matters for Discussion*. The first of these will be the study of good practice in secondary schools and will be published next week, to be followed shortly by the study of classics in comprehensive schools. The 11-16 curriculum papers should be ready by Easter.

The 11 to 16 papers are now being discussed with six local authorities, and will emerge as a range of suggestions. "I think they will be recognized as supplementary to what they offer a commonly attainable experience to people in schools in a variety of areas without threatening their particular capacities", Miss Browne said.

In none of these studies will the Inspectorate propose national curriculum or national patterns of tests. The aim is to disentangle discussion of standards from discussion of curricula.

Such an approach involves, in the Inspectorate's view, closer definition of the curriculum and an increase in the domestic testing in individual schools, as well as even local authorities, the sort of thing they are working on in the Assessment of Performance Unit.

It involves attention to standards and transferability, between stages of schooling and areas of the country. But it does not approach the French idea of curriculum description or a system of national

Birthrate poser for ministers

Ministers from all the major departments concerned with social services in a broad sense—education, housing, health, local government—met this week to consider a report drawn up by the Central Policy Review Staff on the effects of a declining population on the social services.

The report covers the next 15 to 20 years and is based on papers and reports submitted by all the departments concerned. The group responsible for the final report was chaired by Mr C. R. Ross, deputy secretary in the CPSRS or Think Tank. The operation is one of the first fruits of the Joint Approach to Social Policy (JASP) initiated by the Think Tank two years ago.

The report sets out the implications for the various services of known changes in the population (that is projections based on

people already born) and of a variety of possible patterns of future birthrate. It tries, for example, to set down the range of future expenditures on nursery education or on maternity services.

The implications for education, an area most immediately affected by declining numbers, occupy a major part of the report.

Mr James Hamilton, in his speech to the Society of Education Officers, no doubt using the same information as the DES has supplied to the Think Tank, discussed the declining numbers in education, the implications for sixth forms, and particularly in "the extraordinarily difficult exercise in planning" produced by a temporary increase in numbers at the higher levels of education as the early sixties budget reaches university age.

It should be assumed that the demand for further and higher education in the second half of the 1980s will quickly fall in line with those

trends? Or must we be prepared for a repetition of what happened, when those born just after the 1947 birth peak became 18: a full of more than 150,000 in the 18-year-old age group in only five years were swamped by increases in the rate of participation?

"Nor should we pin our planning of further and higher education too firmly to the numbers of young people alone, when it is increasingly common practice—and one we welcome—to dip back into further education after a period of years in employment."

The DES has recently begun to press Professor Gareth Williams for the completed report on demand for higher education which he was to have finished last year. After Lord Crowther Hunt left the DES and the tentative first findings of the study were published in a *Report on Education* last year, the Department had appeared until recently to have lost interest.

Benefits case may help students claim

The Court of Appeal this week reserved judgment in a case which could affect the right of thousands of students to claim supplementary benefit.

Mr Robin Atkinson, aged 21, a former law agent at Newcastle Polytechnic, challenged the right of the Supplementary Benefits Commission to assume that parents have paid their contribution to the grant irrespective evidence.

Mr Atkinson, who conducted his own case, argued that a reduced amount of benefit during the 1975 summer vacation because of an assumed vacation element in his grant.

If judgment is given in Mr Atkinson's favour the Government will have to think again about a Bill to amend the law.

It is essential, he said, for children to know more about the world they lived in. Britain could no longer afford amateurism or grotesque mistakes in trade or world affairs.

Poly graduates stand better chance of jobs

Polytechnics are now turning out more than 10,000 graduates a year, according to statistics released this week by the Committee of Directors of Polytechnics.

Their survey of first degree and Higher National Diploma students who left polytechnics in 1975 shows there were 10,473 graduates, and 2,975 HND students. The graduate output represents an increase of 50 per cent over 1973.

Courses validated by the Council for National Academic Awards were followed by 86 per cent of polytechnic first degree graduates; 84 per cent of those entered permanent employment compared with 30 per cent of students following external university courses.

"It is clear that CNAA graduates more readily find employment," say the committee.

It also says that more CNAA graduates went on to further academic study (8 per cent compared with 6 per cent). "This higher proportion could also be seen as evidence of a higher academic achievement among polytechnic graduates from CNAA courses."

Polytechnic First Degree and HND Students, 1975—some details of first destination and employment, Mr Robert Porder, Polytechnic of Central London.

'Tell them about Third World'

Schools should devote more time to teaching about the Third World in a Britain that had to live on its wits and not on its Empire, Mr Frank Judd, Minister for Overseas Development, told the London University Institute of Education.

It was essential, he said, for schools to think again about a Bill to amend the law. Education's current practice law.—THES.

BACK TO BASIC THINKING

The CoRT Thinking programme developed by Edward de Bono is probably the most widely used programme in the world for the direct teaching of basic thinking skills. Several thousand educational establishments have already acquired the programme for their own study and use. The popularity of the programme arises from its practical and structured approach to the teaching of thinking. This makes it useful to those teachers who have always wanted to treat thinking as a teachable skill.

The CoRT programme has been used over a wide range of ages and abilities since thinking is so basic a skill. Teachers find that they can use the solid framework for their own purposes in such areas as: English, General Studies, IDE, Head's contact lesson and as a thinking base for traditional subjects such as Geography and History.

The CoRT programme is now complete and the following sections can be used independently or as a whole:

- CoRT 1: BREADTH
- CoRT 2: ORGANISATION
- CoRT 3: INTERACTION
- CoRT 4: CREATIVITY
- CoRT 5: INFORMATION AND FEELING
- CoRT 6: ACTION*

(*CoRT 6 provides a general thinking framework that can be used independently of other CoRT material.)

Further details from Direct Education Services Ltd., 1 Alfred Street, Blandford Forum, Dorset DT11 7JJ.

University odds swing to women

The idea that women have less chance of being accepted to train as doctors is wrong, according to the Universities Central Council on Admissions.

Its annual report for last year published yesterday says women have a slight advantage over men when applications which have no chance of acceptance are discounted. The same is true in languages, engineering and technology.

The UCCA bases its claim on a notion it calls the "real flat". This contains the candidates whose applications subsequently prove to be up to their aspirations, 80 to 92 per cent of whom eventually get the university course they want.

A larger proportion of women candidates with adequate qualifications than men are accepted. "The general conclusion is drawn from this is that the prospects of admission among applicants who are able and willing to take a university place are now slightly better for women than for men", the report says.

The number of British women going to university has increased over the past 10 years from 29.7 to 36.4 per cent of all entries.

Last year the total number of applicants for university places rose again after being down for several years. Applications from home students were 3 per cent above what might have been expected because of the bigger age group.

Next year, for the first time, the UCCA is to introduce a fee of £2 for applicants next year that would leave brought in £284,600.

UCCA 14th Annual Report 1975-76, obtainable from PO Box 28, Cheltenham, Gloucestershire, GL50 1JY, 65p.

More over-seas students are applying for British universities despite fee increases of between 50 and 100 per cent.

Figures released by the Universities Central Council on Admissions show that 12 per cent of the 38,908 applications received up to December 15 were from overseas, compared with 11 per cent of the previous year's December total of 126,587.

Overall applications this year are 9.7 per cent higher than last year.

Overseas students are applying for postgraduate study, announced that fees for postgraduate students from overseas would go up from £416 a year to £850, starting in October. Undergraduates from overseas will be paying £650 instead of the current £416.

UCCA estimates that the final number of candidates may be 154,000 compared with the 142,000 who applied through it last year. More women have applied this year—35.4 per cent of the total compared with 34.5 per cent last year.

Testing, transfer, teachers

A national system of tests in the basic skills and minimum qualifications in mathematics for would-be teachers were among proposals put to the Education Secretary this week by the Council of Local Education Authorities.

The council told Mrs Shirley Williams, while commenting on her annotated agenda for the series of regional conferences on education due to start later this month, that while it welcomed the idea of a core curriculum, it did not want "a single, rigidly imposed" one.

A core developed school by school with local authorities was suggested. Responsibility for ensuring that employers and parents were consulted and that there was some coordination between schools and colleges should be retained.

CLEA says it has been concerned about standards in schools. "CLEA would welcome a development nationally of a range of tests of performance which could be made available for local use."

It shared Mrs Williams's concern for developing in-service training of teachers, but in the present financial situation even some of what already existed might have to be cut.

"CLEA hopes that, as most teachers of younger pupils have a responsibility for mathematics, the entrance requirements for initial teacher training will be modified to include a test of basic competence in numeracy for all teachers."

The council rejected the idea that schools were merely a preparation for working life. "Schools have a wider responsibility to pupils as

Testing, transfer, teachers

individuals and to society as a whole."

It wanted employers to do much more by encouraging day release and specifying much more clearly what skills they want their recruits to have.

There should be a comprehensive policy for 16 to 19-year-olds instead of allowing brighter youngsters to stay on at school for A levels while the less bright transfer to vocational courses at colleges of further education, say the Association for the National Association of Youth Clubs, in a letter to Mrs Shirley Williams.

The NAYC, which claims to be the largest non-uniformed organization for young people in Britain, says that they continue to give guidance to teachers going straight from school to college and back into schools that they are inadequately equipped to prepare youth for jobs in offices, factories and shops.

The association wants teachers to spend a compulsory two years outside the education system.

Those who leave school at 16 are getting a raw deal from the



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"This was deplored by the conference and it looked forward to a fairer distribution which would bring much needed resources to disadvantaged young people in inner-city areas", say the association.

Improvements in school standards depend on a supply of high quality teachers rather than a core curriculum or national tests, say the National Association of Teachers in Further and Higher Education this week in their comments to Mrs Williams on the annotated agenda for the national education debate.

To this end they want a four year training for teachers and more education and in-service training. "We believe this would bring long-term benefits to the standards in schools of 67,000-strong", the association warns that the great debate will be a waste of time if there is no money to carry through objectives agreed upon. "Debate is no substitute for resources."

NATFHE deny that there is evidence of declining standards in schools, and say there is little to be gained by discussing alternative forms of testing and assessment in the regional conferences. These should be left to the profession.

Preparation of young people by Mr Edward Heath and Sir Arnold Weinstock, head of General Electric. Statesmen of world rank took the conference on Tuesday that youth had the power and responsibility to solve the critical problems that face the world.

In a moving appeal to Britain's youth to assert itself, Mr Sean Macbride, the United Nations Assistant Secretary General, said that humanity would destroy itself in the next few years unless the arms race was stopped.

"You are not powerless", he told the delegates. "It is the growing influence of public opinion which is leading to changing attitudes towards civil rights in the communist countries."

Mr Edward Heath echoed Mr Macbride's insistence that youth had more power than ever before, largely as a result of the development of communications.

Communications were double-edged, they had told the world what was happening in Vietnam, but had also helped the IRA and made the current situation in Northern Ireland a great deal worse than the one he had faced as Prime Minister.

He told the delegates: "Travel and talk with people. Work to change public opinion through your organizations."

The real battle now was one of ideas and Western youth had the responsibility to show that our ideas were the right ones.

"If the Third World sees slums and schools in decay they are bound to have doubts about the Western way of life. We have the task of persuading them that what we have is better than anything that Moscow and Peking speak for."

Delegates to a talk-in led by Professor Bernard Crick insisted that there was no lack of political awareness among the young.

Top brass turn attention on youth

Leading politicians and statesmen led the discussions at the Youth Charter Conference in London this week. It was the most spectacular conference the youth movement has ever held.

Nearly 1,500 delegates—a third of them teenagers from schools, colleges and industry—were in the new £14m Wembley conference centre on Monday when the Duke of Kent officially opened the building. Its £3,500 a day facilities were provided without charge by the Wembley Stadium management as a promotional gesture.

On Tuesday the conference heard the Education Secretary, Mrs Shirley Williams, debate the future of the youth services and of teenage education with leading educationists. Later in the week conference sessions and talks were addressed by, among others, Sir Harold Wilson, Mr Edward Heath and Sir Arnold Weinstock, head of General Electric. Statesmen of world rank took the conference on Tuesday that youth had the power and responsibility to solve the critical problems that face the world.

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On the platform: Dr Fred Milson, Sir Frederick Dainton, Professor Walter James, Miss Margaret Maden, Mr Tyrrell Burgess, and Professor Bernard Crick.

Adult approach is best for 16-19s

Pupils over 16 need to be treated as young men and women, Mrs Shirley Williams, the Education Secretary, told the Youth Charter conference on Tuesday.

In her second public reference this week to tertiary colleges, she said: "It is my own guess that they are going to go."

Resisting suggestions that the leaving age should be dropped for pupils who were bored by school and wanted to get out into the adult world, Mrs Williams said that the school years would have to be shaped so as to provide them with the things they wanted.

In pressing for schools to become more aware of the need to prepare their pupils for industry, said Mrs Williams, she was not thinking of "a dreary vocational training". She wanted schools to teach how industry worked, and to understand things like the Bullcock committee on industrial democracy.

It was not a question of choosing between this and social education. "Put too many of us have regarded it as demeaning to be concerned with industry and know nothing about it. That attitude is at the root of a profoundly divided society."

There was considerable conflict over these issues: the last thing many parents wanted was for schools to concern themselves with social education and the involvement of their pupils with society.

There had never been an age when people had believed a golden age of consensus as to what schools should be doing. "A decade ago we oversold the idea of education as though it could do everything and now we have got to live with over-expectations."

Mrs Williams protested at the way politicians were blamed for the alleged non-involvement of young people in society and talked of "as if they were" "alloycast".

"If you regard us all as unreasonable, corrupt, dogmatists that is in the end what you will get. When we are subjected continually to this sort of thing it does not make it easy to stay objective and honest. The politician in the end is as good as the society that has produced him."

Why teens feel fit for nothing

Young people in the 16 to 19 age group are getting little real help despite the multiplicity of services that exist to help them, Mr Tyrrell Burgess, of North East London Polytechnic, told the youth charter conference on Tuesday.

"There is no hope in the existing set up and we must start afresh", he said. "Education for 16 to 19 year olds is nothing if it doesn't help to solve social and economic problems. At the moment, individuals suffer from ignorance, incompetence, and dependence all fostered by the services provided and so drilled into young people that they are fit for nothing at the age of 18."

The education system should be geared to the needs of individuals who wished to change themselves in some way. "I am very impatient with the view of the curriculum that aims at something else."

Any new scheme for the education of 16 to 19 year olds should start with the individuals. "Systems are very difficult to change", he said. "That is why I am against them."

90 per cent 'want regular three-R tests'

Overwhelming majorities against comprehensive and in favour of regular testing of reading, writing and arithmetic in all schools were recorded in an opinion poll carried out by Conservatives in North Islington, London.

"We do not claim that the results of this survey are necessarily representative of the views of the North Islington electorate as a whole", their report says. "But when all the appropriate qualifications and reservations have been made, certain broad conclusions stand out."

90 per cent wanted regular testing of the three Rs.

85 per cent thought that comprehensive provided properly for the above or below average.

83 per cent were concerned about political indoctrination by teachers.

The "appropriate qualifications" included that only 12 per cent (264) of the sample of 2,200 replied to the questionnaire.

More than two-thirds (68 per cent) of the electors questioned believed that standards in primary schools were falling. More than half (56 per cent) thought schools did not adequately equip children for jobs.

A school to save energy

Work is to start soon on the first school in Kent which has been specially designed to conserve energy.

Godington Junior School, Ashford, will derive "high environmental comfort" from much lower level energy than traditional schools. Light-sensitive switches will automatically turn the lights on and off.

Insulation in the outside walls and roof will be sufficient to keep the school warm. Although there will be fewer windows, the design of the single-storey building will permit maximum use of daylight. A new type of rooflight will prevent dazzle and heat loss. It can be used to take solar collecting panels if experiments in other parts of the county are successful.

'Let's talk standards'

The Council of Local Education Authorities has asked Mrs Williams, the Education Secretary, to discuss educational standards when it meets next Thursday.

CLEA will also be discussing in-service education, school meals and the building programme, and will ask Mrs Williams to develop some of the views she expressed at the recent North of England conference.

Councils keen to keep control of purse strings

The Association of County Councils reacted strongly this week to recent hints that there should be specific grants from the Government to help pay for parts of the education service.

The suggestions were made at recent conferences by Mrs Shirley Williams, the Education Secretary, and Mr James Hamilton, Permanent Secretary at the DES. The most obvious first candidates for specific grants would be the industrial programme and the in-service education programme which have suffered considerably from cuts in spending.

Mr Carleton Hettlington, secretary of the ACC, said at a press conference on Monday that his association was still firmly opposed to the idea. "Our education officers say quite firmly that it is not the way to spend money at the moment."

The introduction of an induction programme using specific grants would be a clear indication of a "quite wrong policy", he said. "These things might be desirable in more affluent times. But we are saying that we want to continue to have the money in a block grant because the authorities know what their priorities are."

At least is unlikely to be set too high.

What knowledge is held to be essential? It is commonly assumed that English and Welsh education often fails to develop an understanding of the principles of physical science (whatever they may be), thought necessary for later technical training. Beyond that, the rest is not alliance, but Babal. It is not even clear whether scientific teaching should be theoretical or practical in orientation—designed to develop knowledge of what happens and how to make it happen, or why it happens.

In any event children need more knowledge of the world about them than they can gain from study of physical science alone. Presumably a core curriculum will include some form of environmental studies. What is their content? How will they differ from traditional geography? Do they include political geography? How does our membership of the EEC change the composition of the "core" of even this narrow area of study?

Since any child entering school today is likely in his world as life today is likely to become a citizen of Europe as well as of the United Kingdom, the case for at least one foreign language as part of the core curriculum must be strong. (Many Welsh children would of course learn two languages, but three.) But is language to be seen as a knowledge or as a skill? The answer

Little Ilford teachers to sue union for damages

A writ was served on Mr Fred Jarvis, general secretary of the National Union of Teachers, this week by Mr Graham Lane, a teacher from Little Ilford School, Newham, who has been suspended from union membership for refusing to sign a form.

Mr Lane is seeking immediate reinstatement as a member and a declaration that the union's disciplinary procedure is contrary to natural justice. Thirty other teachers from the school who have also been suspended, are about to instruct lawyers to seek injunctions and damages from the union. Legal moves were set in motion this week after appeals against the suspensions were rejected by the union executives.

The teachers were notified that their suspensions were confirmed unless they agreed to abide by the rules of the union and accepted the existing machinery for taking industrial action. Mr Lane was told he would be reinstated if he telephoned the union's regional official or wrote saying he would abide by the rules. He said this week that he

School closure 'a humbug'

Mrs Shirley Williams, the Education Secretary, was criticised this week for endorsing a decision by the Inner London Education Authority to close the 185-year-old St Mary-lebone Grammar School. The parents' association condemned her as "a humbug".

The IEA decided last year to withdraw financial support for the 550-pupil school. The last intake of pupils will be this summer, and the school will close in 1981.

Teachers and parents accused the school could be turned into a small comprehensive. But they objected to plans for it to be merged with the nearby Rutherford Comprehensive.

Last year the parents' association won a High Court action to prevent the merger move, but then the Labour-controlled IEA decided to stop financing the school.

On Tuesday the association's chairman, Mr Trevor Smith, said: "By her action, Mrs Williams has revealed as a humbug. All her talk about raising standards and encouraging parental participation and providing a choice of smaller schools are empty, loud-sounding nothings."

He said this week: "I'm very sad I have to serve the writ after 13 years' loyal service to the union." Mr Birendra Singh, spokesman for the other Little Ilford teachers, said their next move was to ask solicitors to seek injunctions and damages in the courts.

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Young pour scorn on their elders' obsessions

The conference brought out deep divisions between many of its young people and the adults involved.

The National Youth Assembly, which claims to be the biggest group of youth-controlled organizations in the country—and is heavily represented in the new DES-sponsored Youth Service Forum—stayed away from the conference. The Greater London Youth Council also refused to support it, claiming, like the assembly, that the conference was being staged by adults who had kept young people out of its planning.

But there were more serious criticisms of the adults from the teenagers who did attend—a

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PERSONAL COLUMN

Gerry Fowler

Uncommonly hard road to the core

advance this thesis merely because I am president of the Association for the Teaching of Social Sciences. The Prime Minister agrees with me, for he has stressed the importance of understanding the dependence of society upon its wealth creating activities.

Education is of course effective as well as cognitive. Diving any curriculum in social studies is therefore a risky business, since the teaching of it may alienate pupils from our society as well as communicating understanding of it. Yet we must set our hands to the task, since it is precisely the inculcation of attitudes inimical to productive industry which is seen as the greatest weakness of effective education.

Perhaps this weakness can be overcome only if secondary education includes a process of induction to industry, whether through the study of careers, or link courses, or periods in the work environment. All children must undertake this, not just the technically inclined or the "god with their hands", or the fliggy of the academically able from industry is a major part of the problem.

I hope it is by now clear that any attempt to determining the content of an acceptable core curriculum, by listing subjects to be reached, or by listing subjects to be omitted, is a failure. The list must be either unacceptably restrictive, or so all-embracing as to tax the wits of the most sophisticated timetableer and the energies of the most dedicated pupil. Even the list implied by my argument is not exhaustive; a place

most found, for example for history, religious education and art. Yes, pronouncements by the Department of Education, including a discussion document for the regional conferences, still use the word "subjects".

It is precisely the compartmentalization of knowledge which has given rise to many of our present difficulties, for it leads to very narrow specialization, and those who have studied widely in subjects may have used widely in forcing syllabuses. Merely listing subjects may not therefore be another possible objective of a regular reform—the transmission of a corpus of knowledge common to all citizens of an increasingly specialist and fissive society.

If we could reach agreement on what constitute essential skills, knowledge, and attitudes, we might find it difficult, for it is a subjective matter of "successfully transmitting" what we think is essential. But that demands a radical reform in the examination system for, in turn has implications for the structure of our education. The end here is what we assume, but what we assume is also with capital expenditure and overheads. It would, in addition, to the specific heads of expenditure not previously estimable as well as expenditure designed to give ethnic minority pupils an equal opportunity to succeed, (through positive discrimination).

The Community Relations Commission has been swapping ideas with I.e.a.s on ways of improving education for blacks

Making up for lost time

Mr Fowler said a major Government initiative on multi-racial education was unlikely on three counts: the constraints on public expenditure, the fact that education spending was mostly met by I.e.a.s., and the principle that the Government should have no control over the division of funds.

The case for specific grants for black education could only be made if specific grants for certain educational purposes were reintroduced, he said. Moreover, the Government did not think that this was the time for major amendments to the grant system.

Reviewing the disadvantages of the section 11 grant, Mr Fowler said that because it was not an education grant, the Department of Education did not give it much priority. It also related only to the employment of staff rather than other items of expenditure.

The trouble with the Urban Aid Programme, the other possible

service training, or of the difficult, which nursery class hours posed for West Indian working mothers.

Mr Dudley Fiske, chief education officer for Manchester and a member of the governing body of the Centre for Information and Advice on Educational Disadvantage, warned that the centre should not be made a scapegoat. If it failed it would fall because everyone attending the conference, and others, had failed.

It had been set up to discover good practice in multi-racial education and it had to be helped in the task.

It was necessary to start acting and thinking about black education in unorthodox ways, he said.

Mr Eric Bolton, HMI responsible for multi-racial education, agreed. There had been very little change in what schools actually did and there was a tendency to go in for one-off experiments, like black studies. This was the "wrong approach. It was important not to link disadvantage automatically with colour. Schools must begin to look at black children in a more positive light."

Frances Statton

source of funds, was that the money was limited and there was great competition for it. It was also related to all forms of disadvantage in inner cities, not specifically to racial disadvantage and it was short term aid.

The central fund proposal would require new legislation. If there was to be a new Education Bill, concerned at least in part with the education of ethnic minority children but separate from race relations legislation, the Government would have to consider imposing new duties on I.e.a.s.

Additional grants would have to be given for those duties. But the Government was unlikely to ask I.e.a.s. to spend more while it was restricting central grants.

It was important to monitor information and experience. But he knew of no evidence that the Assessment of Performance Unit gave high priority to the assessment of black children, using

culture-free tests where necessary. The DES was not at any pains to appoint members of ethnic minorities to boards and commissions, nor to seek the advice of organizations representing them. Nor had it ever issued any guidance to school managing bodies or education committees on the subject.

Mr Fowler took the DES severely to task for failing to be properly aware of the needs of black children. It was in a weak position to require local authorities to collect statistics when it refused to do so itself. This was a matter that the Department's new "planning command" might look at.

Education could not solve all their problems, but it could help with linguistic disadvantage. The DES ought to but had not issued guidance on this. He had also yet to see any discussion in the Department of the special educational needs of black children in the context of a core curriculum, of

at least is unlikely to be set too high.

What knowledge is held to be essential? It is commonly assumed that English and Welsh education often fails to develop an understanding of the principles of physical science (whatever they may be), thought necessary for later technical training. Beyond that, the rest is not alliance, but Babal. It is not even clear whether scientific teaching should be theoretical or practical in orientation—designed to develop knowledge of what happens and how to make it happen, or why it happens.

In any event children need more knowledge of the world about them than they can gain from study of physical science alone. Presumably a core curriculum will include some form of environmental studies. What is their content? How will they differ from traditional geography? Do they include political geography? How does our membership of the EEC change the composition of the "core" of even this narrow area of study?

Since any child entering school today is likely in his world as life today is likely to become a citizen of Europe as well as of the United Kingdom, the case for at least one foreign language as part of the core curriculum must be strong. (Many Welsh children would of course learn two languages, but three.) But is language to be seen as a knowledge or as a skill? The answer

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Labour Party conference on local government

Teachers' champion takes on all-comers

The rights and responsibilities of teachers was the subject of a major clash between a teachers' union official, who is also a Labour councillor and politician attending Labour's local government conference at Harrogate last weekend.

Mr Alan Evans, senior education official of the National Union of Teachers, told Mr Christopher Price, MP, a former junior education minister, that he was wrong in saying teachers were accountable to no one.

Mr Evans also warned Mrs Shirley Williams, Education Secretary, who was in the audience, that teachers would put out of the Schools Council unless there was proper discussion about its future role.

The audience, mostly Labour councillors, was given a blunt warning by Mr Evans that "elected representatives are on a slippery slope when they start telling teachers to teach."

When Mr Nicholas Tallentire, a Scoutmaster teacher, complained that teachers were too conservative, Evans said they were right to be conservative with a small "c".

Mr Evans said they were right to be conservative with a small "c". They have the lives of children in their hands. It would not be right for them to be following every bizarre and latest fad, he said.

In reply to Mr Tallentire's accusation that the standard of training was low, Mr Evans asked: "Is that the fault of the profession? Teachers were asking for three years' training at the turn of the century. Only in 1960 was it introduced."

He rejected claims that parents' views on education carried the same weight as teachers'. "Is anybody saying that a parent's view on the teaching of the deaf is as valid and expert as those trained to teach the deaf?" he asked.

There seemed to be a general feeling that standards in schools had fallen, he said. But last year 82 per cent of 16-year-olds took a public examination. About 72 per cent took GCSE or CSE in English and 71 per cent in mathematics.

Mr Evans criticized "the mandarins in the Department of Education. The majority are from the south of England and were educated at a small number of fee-paying schools".

And he remarked of the Inspectorate: "We don't fear, in the teaching profession, 400 or so HMIs who have no involvement nor roots in the schools."

Miss Joan Lester told the working group that while she was a junior minister, one of her responsibilities was teachers' misconduct. "I had to look at cases of assault and financial misdemeanours", she said.

He challenged the popular assumption, particularly among industrialists, that standards in schools had dropped. "I know that the Chief Inspector has been sounding a note of inquiry asking for specific details to anybody in industry who has made public criticism of the standards of school leavers".

Mr Evans said: "And up to yesterday there has been only one reply: 'fault'. The number of young people on day release is less than it was 10 years ago. It is the same with apprenticeships."

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Reports by Bert Lodge

1944 Act but when the Council of Local Education Authorities suggested early retirement as a way of getting rid of some teachers, the cry of the teachers' representatives was "No discrimination".

He agreed that the methods of education were primarily a professional matter but he thought society should have a say in such matters as at what age parts of the curriculum should be introduced.

The aims of education were wholly a matter for society and not for teachers, he said. Society also had a right to intervene in questions of reward and punishment, whether children should be taken out of classes for extra help and whether small A level classes should be tolerated at the price of larger classes lower down the school.

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from their own guilt, he said. "They are uncertain of themselves in a technological age when all they really want to do is to make most of the people who go into industry redundant."

Mr Tallentire said many teachers were only in the job to shelter from the outside world. One benefit from college closures was that there could be a little more selection over who went into teaching.

Mr Phillip Blundell, Rugby, thought many of the grumbles of industry about young people came from middle-aged shop floor management. "If they had had the opportunities of today 20 or 30 years ago, they would never have gone on to the shop floor."

Mr Mrs Jessie Smith, Kirkcaldy, called for more local authority representation on the Council for National Academic Awards as a way of getting more resources for polytechnics. "Courses are overstaffed because the CNAA insists the teachers be there before the course has been introduced."

Minister in critical mood

A comprehensive system for the 16 to 19 age group was hinted at by Mrs Shirley Williams, Education Secretary, in a speech during a plenary debate on education policy.

She criticized schools which required expensive uniforms, insisted that fewer adults should get free school meals, defended the closure of teacher-training colleges and raised the issue for specific grants for education.

Mrs Williams said that as the falling birthrate worked its way up to the sixth-form age group there would be problems. Apologizing for the word, she suggested the "comprehensivization" of the 16 to 19 age group.

"There are already 72 sixth-form colleges in the country and the great bulk have decided to be open entry. Some authorities have already given thought to tertiary colleges which would link up with college work with further education."

Where school uniforms were required there could be at least a common colour and a common material, available in a large number of sizes and not just one or two. "It's daft to ask for a full range of wardrobe which could cost a poor family £60-£70."

She had suggested to local authorities that economies could be made in the school meals service—and I know this is a controversial area. There should be no reduction in the nutritional value or in the number of free meals to pupils.

But since the 1968 agreement (made with teacher unions, that anyone supervising children at middays was entitled to a free meal) increase in

On social grounds there was a case in the field of education for specific grants. This had in mind a service training for which money had been included in the rate support grant.

"I know that in-service training and induction have been having a rough passage through several local authority budgets. But this has already been postponed and cannot be postponed any longer."

A Croydon teacher tells his magazine of repeated requests for one firm for references for a pupil who had been working as an apprentice hairdresser for a year. The teachers say it is best to avoid the conclusion that a lot of time in drawing up the agree-



A mysterious but over-the-top small, silent film, even smaller than the school, even smaller than the school, even smaller than the school...

According to Mr Desmond, head of Marlborough School, the odour it first appeared, the odour it first appeared, the odour it first appeared...

Finally, at Mr Scauder's suggestion, the school was shut down well buried under the century-old school buildings, and because remodelled three years ago...

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Colleges are off key in training for music in primaries

Robln Maconie

An independent concert agency for musicians and greater emphasis in college training on practical realities of professional musical life were demanded at the Guildhall meeting called by the Guildhall Committee of Enquiry into the Training of Musicians in Westminster Hall, London, at the weekend.

Areas in which advice was sought from the committee included identification of talent at primary level, the re-creation of secondary school, the shortage of orchestral string players, whether and how the Academy of the BBC may be replaced when it is wound up, and how to improve the status of the musician.

If the committee were undecided on most of these issues, speakers at the meeting were not. A call for more specialist music teachers in primary schools was strongly supported as a means of identifying talent and also of training audiences in the future.

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Managers not keen on selection tests

Personnel testing is making little headway in industry, according to a survey published last week. The Institute of Personnel Management, which carried out the survey of 300 firms, suggests that the use of tests may even be declining.

Industry may be urging schools to test pupils more thoroughly, but only one in 14 of the companies in the sample, which included the public sector, test all their potential recruits. And even those management tests that are kept on testing other people are reluctant to submit themselves to the process: managers are the least tested category of employee, and undergo routine testing in only one in 12 of the companies.

All but a small minority of the firms surveyed are convinced that selection tests should only be used in conjunction with other procedures; and two thirds are not sure whether selection constitutes an invasion of privacy. Nearly half the firms are happy with the existing safeguards against tests being misused, and an overwhelming majority oppose the introduction of any legislation to govern their use.

The authors of the report warn about the possible effects of sex and race discrimination legislation: it may now be illegal to reject candidates for jobs on the basis of tests in which one sex normally does better, or which clearly favour native-born British speakers.

The institute's researchers say that for many of the companies there is still a credibility gap over the value of testing. It still has a long way to go before it becomes established as an integral part of selection.

Testing people at work by Frank Smith, Manuul Tikkar, and Bruce Madlock. Institute of Personnel Management Information Report 24.

In brief Why so few women in the top jobs?

An investigation into discrimination against women teachers has been launched by the National Union of Teachers. Its aim is to find out why few women occupy the more senior posts in schools.

Up to 15,000 replies are expected from a 10 per cent sample of the union's female membership and the results of the survey will be published later this year.

Teachers are asked, among other things, if they feel that they have been discriminated against when applying for promotion because they are women, or if they were asked questions at interviews about matters other than their professional life.

Manchester saved £34,000 by buying 100 tons of prime beef for school meals in a Common Market deal last August—the only local authority in Britain to take advantage of the scheme.

The beef was sold to the city markets department under a deal agreed by the EEC's intervention board for farm produce at a time when prices were comparatively low. At present prices the beef would cost an extra £20,000. The other £14,000 was saved by a £14,000 premium payable by the intervention board.

More than 1,600 weekend and short courses are listed in this year's Calendar of Residential Short Courses. They include both weekend and short courses to be held in centres throughout Britain. The subject matter ranges from "Cycling in Shropshire" to "Was the Keresky government ever possible?"

British womanpower? The booklet is available at 35p plus 11p post. Write to Research Publications Services Ltd, Victoria Hall, London SE10.

Bank goes out to play

A multi-racial playground project in Lewiston is to receive £3,000 from Citibank NA, which has an office in the borough. The three playgroups, set up by the Community Relations Council, need the money for a part-time liaison worker.

Two student nurses made history in Huddersfield when they became the first female committee members of the Old Almondurians Association—the society to which Old Boys (and now girls) of the ancient King James's Grammar School belong. The all male preserve was shattered when King James's became coeducational.

A film is being made about the history of Michael Faraday junior and infants' school in Westmoreland Road, Waltham, London, before the bulldozers move in to flatten its late nineteenth-century buildings. The school, built in 1874, was one of the first elementary schools to be built by the London School Board. The headmaster would like to hear from past pupils or anyone involved in its role as a war-time fire station.

A master's degree course in sociological theory is being planned by University College, Cardiff, with universities in Munich, Germany and Tilburg, Holland. The project has the support of the European Commission, which is encouraging other joint programmes.

Essex education committee is considering the appointment of an advisory teacher to help exceptionally gifted children in the schools. This is in addition to the help already given to educational high flyers in residential courses, and the provision of in-service training for teachers.

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As wrong about drink as they were about drugs

Schools look like making the same from the child's point of view, carrying on the short-term effects rather than addiction; and they should plan material for lessons in line with sound educational principles. Good in-service training would go a long way to avoid mistakes of the past.

Britain's publicans are opposing plans by two schools to apply for drinks licences. The National Union of Licensed Victuallers said last week that it would oppose applications from Forest School, Bloxwich, and Archbishop Michael Ramsey School, Camberwell, to set up bars.

In both schools the bars would be for parents and adults attending functions at the schools. They would not be open to pupils.

Mr John Overton, general secretary of the NULV, said "What we are concerned about as an organization is the granting of a licence at a time when there is concern in the country about alcoholism. We feel that retail liquor should be in the hands of professional people."

Mr J. Kirkpatrick is to be president of the National Association of Schoolmasters and Union of Women Teachers (Northern Ireland Federation).

Mr Roy Holmes, principal of St Albans College of Further Education, is to be principal of the Cambridgeshire Colleges of Arts and Technology.

Miss Margaret J. Tyler, senior lecturer in geography at Christ Church College of Higher Education, Canterbury is to be head of the School of Mrs. and Mrs. Anne, Abbots Bromley.

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Everything Teachers should know about Teachers'



Assuredly—As a teacher, you should be aware of our name, at least. As a union member, you should be aware of our function. If you are not, it's our fault. We simply haven't told you enough about ourselves, or our value to you. We have now put matters right. We have published a comprehensive, 24-page guide to Teachers'. To our background, to our objectives, to our aims, to our most important of all, to our needs and their benefits. The benefits are to you, as a teacher, and to your family. And there are many of them. That's why we believe you will want to read our Guide. Teachers' Assurance has a policy for almost every purpose. Every teacher needs us, one way or another. SEND FOR OUR FREE, COMPRESSIVE 24 PAGE BOOKLET, 'A TEACHER'S GUIDE TO TEACHERS'. YOU'LL BE SURPRISED AT HOW LITTLE YOU KNOW OF HOW MUCH WE CAN OFFER. Teachers' Assurance, 12 Christchurch Road, Bournemouth BH1 3LW Tel: Bournemouth 221111

Form for Teachers' Assurance with fields for Name, Address, and a grid of insurance options including Life Assurance, Health Insurance, and Family Income Benefits.

Advertisement for the Professional Association of Teachers (PAT) with the headline 'ARE YOU PAYING TOO MUCH For something you don't really support?' and details of membership fees and benefits.

Advertisement for Unions step up 'no cover' ban, detailing the National Union of Teachers' stance on school closures and the Schoolmasters' Union of Women Teachers' policy.

Advertisement for 'New Themes for Education Alternatives for Humanity' featuring a list of speakers and the date 18-22 April 1977.

Advertisement for 'People' magazine featuring a portrait of a man and text about the Million Keynes one-year creative writing fellowship.

Advertisement for 'Everything Teachers should know about Teachers'' featuring a large illustration and a coupon for a free booklet.

COURSES

Shoreditch College

Are you a newly qualified teacher at present unemployed?

Shoreditch College at Runcymede is offering a one-year full-time course for suitable applicants to re-train as specialist teachers in secondary schools for Craft, Design and Technology. These are traditionally the woodwork, metalwork and technical drawing areas of school work. It is intended that the course should start in September 1977. Mandatory awards are available from Local Education Authorities to candidates who have not previously held a statutory award for more than three years.

Write for details to The Registrar, Shoreditch College, Englefield Green, Egham, Surrey, TW20 0JZ.

Loughborough University Summer Programme 1977

24-30 July

Computing for Geography Teachers
Guidance for Higher Education
Numerical Methods in Mathematics
Steps into Folk

The Social Support of Children at Risk

31 July - 5 August

Children's Books
Teaching Today's Geography
Teaching Music: The Kodaly Method
Selection of Teachers and School Staff

For further details write to:
Centre for Extension Studies (TE),
University of Technology,
Loughborough, Leicestershire LE11 3TU
Telephone: 0509 83171, ext. 213 or 248

SCOTTISH CENTRE FOR STUDIES IN SCHOOL ADMINISTRATION

MORAY HOUSE COLLEGE OF EDUCATION

ASPECTS OF SECONDARY SCHOOL MANAGEMENT

4-13 JULY 1977

This 10-day residential course will deal with:

- (a) the relevance of aspects of management and organization theory to the school situation, and
- (b) some current developments in the management structure and in the organization of the secondary school.

The course will be held in Kappelstone Hall In-Service Centre, Queen's Road, Aberdeen. The course is open to any registered teacher. The fee, which covers full board and residence for the duration of the course, is £88. Membership will be limited to 24.

Application forms and further information may be obtained from the Director, Scottish Centre for Studies in School Administration, Moray House College of Education, Holyrood Road, Edinburgh, EH8 8AQ.

Bombs, bullets and now... comprehensive reorganization

Peter Robert Henry Mond, the fourth Baron Melchett, is the man in charge of education in Northern Ireland. At 28, it has been a short but spectacular political career.

He succeeded to his title four years ago, quickly became a government whip in the House of Lords, then spokesman on environment. He hit the headlines as chairman of a working party on pop festivals; on a weightier matter, he has been the Government's hard-pressed spokesman in the Lords for the controversial (and still unapproved) Bill to nationalize the shipping and aircraft industries.

The job he got last September—as Minister of

State responsible for education, health and welfare in Northern Ireland—is his first big and a taxing one too. As well as the difficulties caused by Ulster's security problems, he has to decide whether the province's secondary schools should go comprehensive.

It is a particularly fraught issue. Although existing selection procedures are unpopular, reorganization is complicated because three-quarters of Northern Ireland's 260 secondary schools are voluntary, including three-quarters of the province's 80 grammar schools. A Department of Education consultative document issued last summer has come under increasing fire from

Lord Melchett talks about the task of running education in Northern Ireland

Interview by Frances Stadlen

Comprehensives

It is government policy in England and Wales to implement a comprehensive system of education. Is this Northern Ireland a special case?

A. England has had about 20 years to work towards reorganization. In Northern Ireland you start from a quite different base. The movement away from the 11-plus came much later, and there are other important differences, such as the absence of independent fee-paying schools.

The Government's policy in Northern Ireland during the period of direct rule is to govern positively and firmly, and not to avoid facing up to difficult issues. It is also to give a great deal of consideration to the special circumstances of Northern Ireland and the views of its people.

There are those who say that during direct rule we should not make these sorts of decisions or stir things up. But this is not the case with comprehensive reorganization. Secondary reorganization is not by any means a new issue which the present Government has in some way introduced into Northern Ireland. It has been under consideration by educationalists here for many years, especially since the Burgess Report was published in 1973. Decisions cannot be deferred indefinitely.

If consultations result in a majority against comprehensive reorganization, will you reorganize?

A majority of whom? We will obviously have to weigh up the different opinions and, I suppose, look at them in qualitative as well as quantitative terms.

Is there a danger that some specialist teachers will be too thinly spread and that teachers of academic subjects will be reluctant to teach in 11-16 schools?

This would not necessarily be so. There is a lot of cooperation already between different schools and between schools and technical colleges, which we work in Northern Ireland. How seriously do you take the threat of some of the voluntary schools that they will go independent?

I have not been threatened by them. We are engaged in a sensible and constructive dialogue. How far would you be prepared to let the voluntary principle be eroded?

I don't think I could really comment on that while the consultations are going on. There is considerable disagreement over the best method of transfer from primary to secondary school in a comprehensive system. How do you propose to resolve this?

At the moment I have an open mind on transfer. I think it would be fair to say that public discussions have not yet proceeded very far on this particular issue.

There is a suggestion that a conference should be held this summer. I am continuing the series of preliminary discussions about this which my predecessor started, so I am still in the process of listening to the views of local people. Some time ago the Government did feel that there was not enough public pressure to warrant proposing any major change.

The terms in which some people see the issue are anyway a little artificial. I don't believe you could force parents to send their children to shared schools and you certainly can't have half the school population not turning up to school, so there is an element of artificiality in saying simply "Why don't you integrate?" And, of course, integrating education would not make any difference in some areas unless housing was also integrated.

I have a feeling that people tend to latch on to integrated education as the solution to Northern Ireland's troubles because it seems simple. It is not simple. It is also difficult, incidentally, to find anyone who has actually got many concrete proposals as to what the Government itself should do about integration.

Do you think it would be fruitful to experiment with integration in sixth-form colleges?

A lot of people in Northern Ireland seem—on educational grounds—to favour a comprehensive system based on sixth-form colleges and, in many areas, these might sensibly be segregated.

Are you continuing the 10-year plan Mr Basil McEvoy, your predecessor announced in 1974 for universal nursery education in particular integrated nursery schools?

I am currently considering our plans for the provision of nursery schools and pre-school play groups but I haven't got the money Basil McEvoy had. I'm afraid that financial circumstances have changed since his 10-year plan for universal nursery education was announced. Fortunately being in charge of health as well as education gives me an overall picture of pre-school care and education. What we must aim to do this time is to give priority to the areas of greatest social need. For this, resources will have to be diverted from elsewhere.

What is your response to the Peace Movement's campaign against segregated schools and its success in setting up school groups?

I have not had a chance to study the initiative in detail yet. The Government has welcomed the change of atmosphere which it thinks the Peace Movement has helped to create, but I have not yet looked at the education proposals.

Do you think that changes in the curriculum would make a contribution towards healing the divisions between the two communities?

Cultural differences cannot be ignored and, in any case, it is not the practices in the United Kingdom for government to dictate the individual schools. But I think you will find that there has been quite a lot of work done in recent years on curriculum development aimed at

helping pupils to understand the views and feelings of their fellow citizens.

Discipline

What is your response to the claim that parents are not being prosecuted for failing to send their children to school, that the cost of vandalism in schools runs into hundreds of thousands of pounds, and that some teachers and welfare workers have been stragglers off their responsibilities blaming shortcomings on the Troubles?

I have discussed truancy and discipline problems with teachers, unions and magistrates, and I set the impression that they are quite the separate thing. The question suggests, indeed, one headmaster has told me that discipline and truancy problems no worse, and may be even less than they were seven years ago.

I'm sure that it would be wrong to suggest that Northern Ireland's truancy problems on a scale that do not arise elsewhere or that are peculiar to Northern Ireland because of the Troubles.

Of course, the security problems in some areas of Northern Ireland are bound to have some effect on pupils and their behaviour in school. A disturbed night can mean a lot of children turning up to school half asleep. But I have been impressed by the things done by the schools in the difficult areas.

I've seen that work at first hand and I have no hesitation in contributing to the dedication of the schools, including all those who have been making a great effort to attend school.

A large part of Northern Ireland is not directly affected by the troubles, and as always, any reorganizations are bound to be influenced in some respects. It is worth noting that in some of the most difficult areas shifts of population meant a drop in enrolment in local schools. In these cases the Department has, where possible, deliberately maintained the pupil levels, thus improving the pupil-teacher ratio.

This means that in some of the most difficult areas there are very generously staffed schools. I was doing excellent work. About 850 new teaching posts were created last year, some of which were encouraged schools or to improve the links between the home and school. This area continues to be one of my priorities whenever teaching posts are available.

The Government is in the middle of doing some research on the extent of persistent non-attendance at Northern Ireland's schools. I think that this work will give us a more accurate idea of the extent of the problem at the moment, and there will be the way to any further action should be taking to deal with the problem.

In the meantime, some research has shown that 25 per cent of the training school population are there for non-attendance at school. (Training schools are the rough equivalent of Britain's old approved schools.) Many would say that this sort of punishment is only appropriate for far more serious offences than non-attendance, and we are urgently looking for other approaches.

We are building a day assessment centre for 14 to 17-year-olds who have been up in court, and I hope that the results of the assessments carried out there will enable the courts to find other means of dealing with truants. Indeed, one of the assessment centres will have to suggest and promote alternatives to custodial sentences. So there are changes in the wind, and serious thought is being given to how improvements can be made, but what really lacks at the moment are some accurate facts and figures on which to base further action.



Lord Melchett talks about the task of running education in Northern Ireland

Interview by Frances Stadlen

When I would say that, because my predecessor gave the youth service quite a high priority, the service is in good shape financially and is developing. It is quite clear that the youth service has an important contribution to make particularly in areas where commercial entertainment has had to close down. The decision to give more priority to the youth service, both voluntary and statutory, was, in my view, absolutely right in the circumstances.

How can you help the young unemployed and those about to leave school for work?

Ideally I would like to ensure that everyone has something constructive which they can get on at. This problem is, of course, receiving a great deal of consideration in Northern Ireland and indeed in the rest of the United Kingdom and internationally.

Northern Ireland has a unique provision in the United Kingdom under which pupils may transfer to technical colleges at the age of 15, and this has given rise to very good cooperation between schools and technical colleges in some areas. This is something on which I think we must be able to build, especially in looking at the role which technical colleges could play for the 16-plus age group.

On a different tack, the Department has just established two pilot centres for unemployed young people, bringing together concepts of work experience, development of coping skills, recreation and education. We shall be looking carefully at the results during the first experimental year.

Finally...

It is sometimes said that, because the Minister has more than one portfolio, because he commutes and spends only part of his time in Northern Ireland, because of the constitutional uncertainty and because of the frequent ministerial reshuffles, the Department in Northern Ireland has acquired excessive powers. Do you agree?

No, although until the area boards had been set up, it might have appeared that a lot was going on from the centre. The boards have been working effectively for some time now and they are a great deal responsible for a great deal of the educational provision, and indeed from the public's point of view, the fact that Northern Ireland departments are small makes them easier to understand and makes it easier to establish with them, that would be the case with a large Whitehall department. I believe that this advantage of scale is something which can be of considerable benefit in Northern Ireland.

It is certainly a very good department, but as much as I enjoy being its minister, I naturally hope it won't be too long before I am able to hand over to a minister in a devoted administration.

You have been asked to pay particular attention to youth. How do you foresee the development of the Youth Service?

I wouldn't wish to comment in detail until the Youth Committee's report on the service has been fully discussed, though I will be making a speech at a seminar next month at which some of the issues will be discussed.

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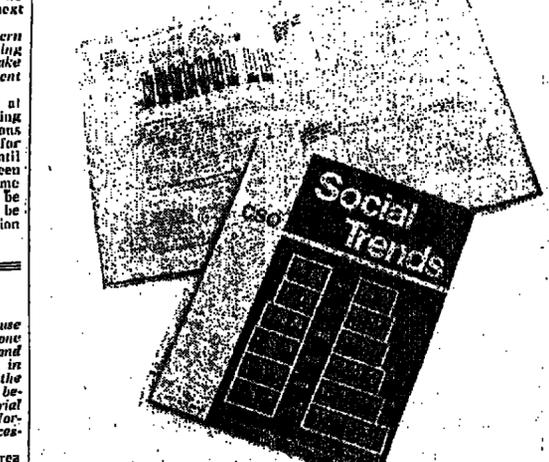
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United States

New faces, old problems

from Michael Binon

WASHINGTON President Carter has put together a strong team to run the vast bureaucracy which constitutes the Department of Health, Education and Welfare.

The new Secretary of HEW, Joseph Califano, a tough and energetic organizer who was once chief domestic aide to President Johnson, has already impressed observers with his determination to streamline the federal involvement in education while redoubling efforts to eliminate discrimination.

His deputy for education is Dr. Mary Berry, a black woman Chancellor of the University of Colorado at Boulder. The under-secretary is Mr. Hale Champion, former financial vice-president of Harvard who was previously director of finance for the State of California.

And the man who will be responsible for the day-to-day running of the Office of Education, the section of HEW that deals with educational matters, is a highly respected university administrator, Dr. Ernest Boyer, former Chancellor of the State University of New York, America's largest university.

There is already speculation that Dr. Boyer is being groomed to take over as Secretary for Education if and when a separate department is split off from HEW as Mr. Carter promised during his election campaign.

Mr. Califano brings to the difficult task of rationalizing the many direct federal education programmes to help the disadvantaged—literacy programmes, aid for disadvantaged children, aid to the handicapped and so on—the advantage of having been the man who was mainly responsible in the Johnson days for setting most of them up.

Since then these various programmes, each with a separate administrative structure in HEW, have become rather unwieldy. President Ford wanted to consolidate 23 of them into single block grants paid by the federal government to individual states, which state Departments of Education could spend as they saw fit. This was rejected last year by Congress because it involved cutting the total amount for these programmes. There were also fears that some states would not spend the money as Congress intended.

Mr. Califano has not ruled out some consolidation, however. At one of his first press conferences he emphasized that more money

needed to be spent on the disadvantaged—especially the handicapped—but did not criticize the system of block grants.

One of the most important and controversial jobs HEW does is to enforce laws banning discrimination. This is done through the Office of Civil Rights. For the past few years this office has been increasingly criticized—and simply by those who object to the implications of equal opportunity, but by many liberals as well.



Mr. Califano: tough.

The basic difficulty is that it is staffed by some amazingly liberal-minded people whose clumsy attempts to enforce the letter of the law have often antagonized universities and state education authorities alike.

Mr. Califano admitted as much when he announced that one of the top items on his agenda is a programme to improve the standard of design of school buses and another would extend public education to four-year-old children through federal grants to state education agencies. At present public education begins at six.

There is already a federal programme called Head Start for pre-school children: the new Bill will provide \$500m a year to be given to states and local school districts according to the number of the year-olds not enrolled in the Head Start programme. America's very militant teachers' unions both support this proposal.

But he repeated his pledge that the Carter Administration will be "vigorously involved" in the "enforcement of civil rights for minorities, women and the handicapped."

While the Administration has been planning its priorities, Congress, at the beginning of the year, introduced which Congress want to put on the statute book for lack of votes or because of the quiet. Bills not voted by the end of the two-year term automatically die.

This year a score of Bills relating to education have already been introduced. Some are major proposals: some merely tidy up present law and secondary education. Some are reiterations of old proposals—as a ban on bussing. Others reflect expectations of the new Administration, such as Secretary of Education.

Several Bills strengthen existing programmes: one would physically handicapped in a federal state responsibility.

Another would provide services for home-bound children through the employment of students.

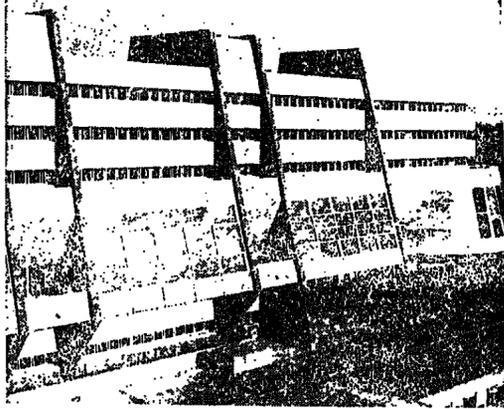
Many Bills increase the amount of money available to states. It amends the internal revenue code to allow tax credits for elementary and secondary schools. One provides aid for school districts in relating up security plans to school crime and vandalism. Another gives money to states planning to equalize local education expenditures. Another authorizes up to \$100m for career education.

One Bill would authorize a House conference on education. Another wants to improve the standard of design of school buses and another would extend public education to four-year-old children through federal grants to state education agencies. At present public education begins at six.

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Strasbourg's crisis of identity

the time out of sight for the Council of Europe, created at the height of the Cold War? Paul Moorman reports from Strasbourg.



The new Palais de l'Europe: but will it be a white elephant?

The Council of Europe has been in the international news twice in the past fortnight. Its secret report on the ill-treatment of Cyprus by Turkey was leaked to the press and last Friday France's President Giscard went to Strasbourg to declare upon the organization's new 125m francs.

Hitting the headlines is an unusual event these days for the Council. Three hundred and thirty million Europeans from 19 nations, including Britain, belong to it, and each pays about 40p a year for the privilege. The Council's profile is not so much low, as blurred all round the edges. Few people seem to know exactly what it is there for.

It was not always the case. Created in 1949, the Council was then in Strasbourg as a symbol of reconciliation between the "new" Germany and France. Its aims were, and still are, "to foster democratic institutions, safeguard human rights, uphold the rule of law and protect and promote the common cultural heritage of Europe".

At present, the general and technical education sector, under former history teacher Mr. Malfrid Stohart, is winding up its work on pre-school education (a Council seminar is scheduled for June next month) and the problems of 16-19.

Whatever reorganization is decided upon, Mr. Stohart hopes that the CCC will give the go-ahead for projects on modern languages and the education of migrants.

With most of the countries of south Europe among its membership, the Council clearly has a big stake in the migrant issue. How migrants are to be treated will be crucial to the future well-being of society, Council experts emphasize. And they include British immigrants in that judgment.

Figures show, for example, that although the main employing countries such as West Germany, France and Switzerland have been cutting back on the number of workers, the number of children of migrants has nonetheless gone on increasing. In 1974 there were 2.5m migrant children in Europe; the latest total is 3.2m.

One Council worker warned: "The gangsterism of Chicago will seem like a garden party if we don't do something soon about this growing sub-proletariat." With the Common Market Ministers blocking plans for bilingual and bicultural teaching just before Christmas, the Council sees its work as having added importance.

On another front, a new well-tried scheme for opening up national in-service training courses to teachers from other countries will continue, whatever setbacks are being decided upon this week.

Under the scheme, member states make available funds to cover travel, subsistence and course costs. There are at present 308 such scholarships and, surprisingly perhaps, the DES is leading the way in generosity by sponsoring 200 of them at an annual cost of £40,000. Scotland provides 20 places. The next largest host country is West Germany, with 70 places.

The council's education staff readily admit that they are not geared to match the research capacity of the Paris-based Organization for Economic Co-operation and Development and its Centre for Educational Research and Innovation. But they point out that OECD, to

specific problems and answerable directly to the CCC—would mean control by the politicians and a running down of educational activity generally.

One committee, indeed, the Committee for Higher Education and Research, has been mounting a strenuous campaign to avoid the use. The CHER is made up of an academic and a civil servant from each country. It is this unique opportunity for government and gown to meet across a table which the universities, in particular, find so valuable.

Whether or not a compromise can be reached in the case of the CHER, it seems likely that the bureaucrats running the other two committees will find themselves redeployed to run projects for the CCC.

Acting as a clearing house for research findings and passing on advice and recommendations to member states is the function the Council is supposed to be doing, no one is telling them how they can play a more positive role.

Increasingly, it seems as if the most powerful members of the Council are now transferring their resources to the EEC in Brussels. When the Nine becomes the Eleven or the Twelve, possibly within the next decade, a majority of the Council's members will be expected to transfer to Brussels.

Brussels, it is admitted, has the resources and the teeth to get things done. One example is the Council's invaluable Euclid project, which has created a European network of national agencies specializing in the electronic data processing of documentary information relating to education.

Fourteen member states are taking part and about 2,000 national pieces of work a year are reported on. The system, which makes it possible for anybody interested in educational research and development in Europe to obtain rapid and up-to-date information, is based on a multilingual Thesaurus containing 2,800 descriptors. The job for the development of the project is being switched to the EEC.

The E25m Palais de l'Europe (or "Mummies' Tomb" as some visitors have already dubbed it because of its vast, seemingly impenetrable exterior) contains all the Council's Parliamentary Assembly. But the chamber is also to double as a forum for the EEC Parliament. It is big enough to take the increased numbers after the direct elections.

If the educational work of the Council is not to wither away (and some see the proposals to wind up some of the permanent committees as a further step in this direction) the major powers will have to consciously, variously among European governmental organizations. "At present there is so much duplication, it is like having schizophrenia," said one official.

Italy

Study/leave to stay

from Dalbert Hallenstein

VERONA The adult education courses run by the industrial unions with Education Ministry finance are proving a remarkable success. Since the powerful Metalworkers' Union negotiated the right in 1973 for its members to use 150 hours a year of paid working time for study purposes, most other categories of workers have won the same concession. Last July the number of paid working hours was increased to 250.

When the courses began in 1974 there were only 14,237 enrolments. Last year they increased to 38,790. This autumn more than 100,000 workers applied to join the courses, although both the unions and the Education Ministry were expecting only 70,000.

Most of the courses, which consist of 420 hours taken over a five-month period, are for workers who have not completed compulsory schooling.

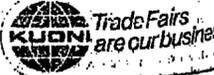
Signor Franco Malfatti, the Education Minister, is about to present a Bill to Parliament which will establish the courses as a permanent system, but the unions are opposed to the Bill in its present form, which they regard as an attempt to centralize the running of the courses in the Ministry in Rome. They therefore intend to fight for legislation which will guarantee the administration remaining in the hands of the unions and the workers themselves.



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How to make up for lost maths

Sir.—It is disturbing that about a third of London's comprehensive schools do not offer any course leading to A level in mathematics...

Who wants to be equal?

Sir.—You report (January 21) that the chairman designate of the new Commission for Racial Equality...

People do not like being "equal"—if that means "the same". Fifteen years ago many silly public figures assured us how all immigrants were "just like us"...

Men and women are not so different

Sir.—You report ("Girls do not see things like boys", January 14) of work by Dr D. McGuinness, gives a false picture of the present state of research into sex differences in perception and cognition...

More generally, Dr McGuinness' account ignores two recent comprehensive reviews in this field (Macoby & Jacklin, The Psychology of Sex Differences, OUP, 1975 and Fairweather, Sex Differences in Cognition, A (1976), 231-280) which both conclude that there is no evidence for sex differences in perception and cognition before puberty...

Let spelling trip off the pen

Sir.—I would like to challenge one of the arguments set forth in "Reform—or illiteracy?" (January 21). First, it seems to me that the title presents an absurdly exaggerated case. Our erratic spelling system does not prevent more than a small minority of children from learning to read at all, whatever problems they may encounter en route...

the only reasonably tenable ground for a standard. I should make a distinction here between basic spelling rules, such as doubling the consonant to close the first syllable and keep the preceding vowel short when a second syllable follows (thus distinguishing holly from holy)—a rule which Lindgren has apparently ignored in his SR1 in menp, redy, which ought, to my mind, to be spelt meny, redy and individual spelling rules, such as the number of s's and p's in "disappointment", which have no discernible relationship with pronunciation.

Parental apartheid at County Hall?

Sir.—I note that the ILEA is now committed to inviting representatives from all categories of staff (apart from top officers) to sit on the education committee, the development sub-committee, the schools sub-committee and the further and higher education sub-committee. This is the second sectional interest to be given a voice in the government of education: first the teachers, now the officers.

Parents, however, who as a group have most at stake in the education system and who are at least as valuable witnesses to its success or failure as teachers, have their request for seats on the schools sub-committee ignored.

The ILEA is often described as remote in spite of all its good intentions but has to hand means, money and potential, to keep much more closely in touch with parents and local opinion, if only by using them, in its managing and governing bodies, which for several reasons are not taken very seriously. It would require all schools to have parents' associations as must do.

Establishments of higher education are constantly complaining at the inability of their students to spell. I must make a distinction between what I mean by spelling and what I mean by writing. Spelling is a dictatorial and work, such as private letters, for which I am content with whatever trips most readily off the pen. As far as I am aware, "bad spelling" has not yet led to complete unintelligibility.

Antipodean answer

Sir, Dr William Taylor suggests that centres for teacher education should be set up in universities and polytechnics throughout the United Kingdom (January 7). No doubt this suggestion emanates from his recent trip to Australia where almost all universities possess such departments. I have at the University of Adelaide the Advisory Centre for University Education (ACUE) has two main aims:

Being willing to discuss course aims, ways of teaching and assessment procedures with departments and individuals. Acting as a catalyst by running courses (including a course in tertiary curriculum) extending over one year and publishing a newsletter, occasional papers and books. Providing an audio-visual production service. Carrying out practical, problem-solving research into university education including curriculum evaluation. University teachers can at all times discuss any aspect of university education with the ACUE in similar ways.

WILLIAM C. HALL, Director, Advisory Centre for University Education, Adelaide University.

Cuckoos in some I.e.a. nests only

Sir.—A part of your report last week on my presidential address to the Society of Educational Officers seems unintentionally to have caused a different impression from the one they gained either from hearing me or reading the script.

"Directly elected education councils were the answer" were your reporter's words, not mine. However, the effects of certain management practices and cuts in education services in some areas could, I believe, be quickly led to a more direct education out of local government as we know it. This stage will not be reached but, if it is, then directly elected area education councils would, I believe, be preferable to nominated education councils or detached central councils possibly by way of a rapidly growing system of specific grants.

These councils will have to be the answer unless all members and all services of local government I believe, be transferred to nominated education councils. My prime concern is to serve the community. ROY P. HARDING, Chief Education Officer, Buckinghamshire.

How strange

Sir.—In "Truancy the big myth" (January 14) there was a conception that is surely very odd: viz, that a boy is not a truant if he absents himself from school with his parents' knowledge. G. H. BAILEY, 50 Cambridge Gardens, London.

The answer in a good school

Sir.—Your leading article on the subject of A level passes, subject comments considered when searching for the reduced percentage.

However, one factor was omitted and it is one of the most important. The pupils who are concerned were receiving infant education during when classes were large and teachers were inexperienced. Sometimes barely qualified by Dr Joyce Meyer in Kent favoured area than those reviewed under the heading "It's too late". No, it is a poor reader at the age of eight, or the too streams of a modern school, which can fully compensate for it.

There can be no simple solution for the results quoted, unless there is a change of attitude that a contributory factor found in the early years. L. M. SEIX, 41 Cornhill Road, Urmston, Manchester.

Blowing trumpets for Oxfordshire

Sir.—As a teacher in Oxfordshire, and mindful of that county's current place in educational debates, both economic and philosophical, I am heartened to read (January 21) that Oxfordshire's A level results in the past three years are an exception to the national pattern of stagnation and decline. I would suggest this is more significant than you suspect and would, therefore, wish to add this comment.

Without in any way wishing to detract from the obvious credit accruing to the county's fine secondary teaching force, and your feature on the Lord Williams' School recently reflected this, I doubt if any of those teachers would suggest there was anything particularly distinctive about them compared with, say, the best of the rest. But where Oxfordshire may rightly claim some national distinction is in its longstanding programme of primary teaching reform.

As the chief primary adviser recently observed, though the whole spectrum of teaching method from traditional to so-called "progressive" may still be found across the county, nevertheless the teaching body has moved this last decade significantly towards the child. The more relaxed, less competitive ethos in which there is greater respect for the individuality of the children and wider recognition of the marked diversity of genuine intelligence has certainly become a feature of Oxfordshire's education that is second to none and admired the world over.

Advocates and exponents of those beliefs have always claimed that the results would show only in the later years, that are the only way the beliefs may fairly and properly be evaluated. One of the fundamental failings of the Bennett report was its total lack of interest in the tested children's future performance at secondary level. The essential value of Oxfordshire's child-centred, individually stimulating teaching methods lies in the belief that this is the best way to ensure each child comes to realise his full potential. The rejection strategies of early testing, streaming, selection and other segregation. If this belief is correct then among the most able children it should show at that level of performance we recognize as the mark of scholastic achievement. Certainly the philosophy has been going long enough now to show that sort of result is coming through, I would think that it is.

It's only fair to be open

Sir.—Mr Spurgin (January 14) complained that it is unfair of UCCA to require each applicant for university admission to disclose what other applications he may be making within the UCCA system. This requirement is essential to the system.

Another way to end the world

Sir.—Not all of us see the implications of the current influx of horror films in the same way as does Robin Wood (Theatrical, 21, but then not all of us build on Freud's hypotheses as much as he does, nor are we all able to deduce what he so obviously desires to see, namely that there is only one alternative to "the end of the world"—the trials by which we have lived must be destroyed and a radical new form of organization (politically, socially, ideologically, sexually) be constructed. Some of us consider studying the evolution of "civilization's" consciousness not to be a very scientific pursuit.

The UCCA scheme was designed to be fair to individual candidates as well as to help university selectors to perform their responsibilities—to perform their demanding task. The relative infrequency of such criticism as that voiced by Mr Spurgin suggests that a proper balance is struck. L. R. KAY, Secretary, UCCA.

The background to the influx of horror films might be more simply described: The perfecting of sophisticated film techniques allied to crude sensationalism (not a new phenomenon) and to the postwar revolt against the accepted aesthetic criteria of our civilization. The big box-office returns readily available from films which are cheap to make, besides being nasty, and which are expensively advertised by the makers and distributors. The intellectual tyranny exercised during the best decade or so by the "no censorship" party in this country. The collapsed standards of the British Board of Film Censors, which consists of a small number of people who obtain their livelihood from the footage of film they view who are responsible to no democratically elected body for their decisions and who become somewhat slack in their material. The Essential is indeed a film. It has been adapted by Warner Brothers to contain initial frames (death scenes) in a subliminal sound. Dr Wood's Key pointed out the more common division of the movie community into the International Association of Cinematographers and the International Association of Film Makers. The background to the influx of horror films might be more simply described: The perfecting of sophisticated film techniques allied to crude sensationalism (not a new phenomenon) and to the postwar revolt against the accepted aesthetic criteria of our civilization. The big box-office returns readily available from films which are cheap to make, besides being nasty, and which are expensively advertised by the makers and distributors. The intellectual tyranny exercised during the best decade or so by the "no censorship" party in this country. The collapsed standards of the British Board of Film Censors, which consists of a small number of people who obtain their livelihood from the footage of film they view who are responsible to no democratically elected body for their decisions and who become somewhat slack in their material. The Essential is indeed a film. It has been adapted by Warner Brothers to contain initial frames (death scenes) in a subliminal sound. Dr Wood's Key pointed out the more common division of the movie community into the International Association of Cinematographers and the International Association of Film Makers.

COURSES

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- Glen Watford "Intima" - Director of the Bubble Theatre, London.
- Fiona Gould "Educational Drama - theory into practice" - Educational Drama specialist at Brycoch Youth Arts Workshop, Kingston upon Thames.

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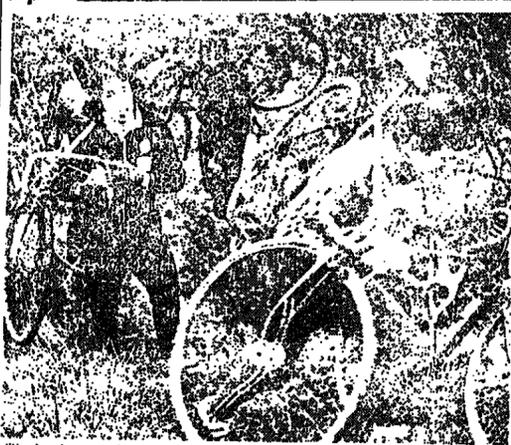
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Sport



The hard way at Haverhill.

Cyclo-cross titles go to the hardy

by Stanley Levenson

Fierce determination helped schools cyclists through the snow and icy winds during the national cyclo-cross championships at Haverhill, Suffolk. And there was mud, too, by the time scores of feet and bikes had covered the course, a disused railway track.

Because conditions slowed the competitors down so much the organizers reduced the length of the races. It was taking the boys and girls more than 6 min to complete a lap instead of the 4min plus worked out when the weather was better.

As expected, Kevin Carr (Sherburn School, Leeds), the national schoolboys open champion, won the senior, over-15 event. The team prize went to Earlham Comprehensive School, Norwich.

Paul Watson (John P. Kennedy School, Hemel Hempstead, Herts) was first home in the under-15 race, in which the team winners were Wreake Valley College, Syston, Leicestershire.

Fast bowler

Another Thomson will be coming over to England this summer with a hostile attitude towards batsmen. Not Jeff Thomson, who caused havoc here in 1975, but Geoff, a Perth schoolboy, who is in the Australian under-19 team which is to make a 12-match tour in June and July. Thomson is said to be the fastest schoolboy bowler in Australian cricket.

Record breaker

Debbie Rudd (Tudor Grange School, Solihull) broke two British school course breaststroke records at Cardiff recently, beating the former record holder Margaret Kelly in each case. Debbie's time over 100 metres was 72.52 sec, 1.56c faster than the previous best. In the 200 metres she cut the record by 4sec to 2min 35.35cc.

Date for canoeists to remember



Afloat on the Medway: young canoeists get a lesson.

Canoeists should have plenty to interest them at the International Canoe Exhibition, sponsored by the Sports Council and British Canoe Union at the Crystal Palace Sports Centre, London, on February 26-27. The trade stand will display scores of different canoe and kayak designs and accessories. All could be helped by the reduction to 12p per cent of the punitive 25 per cent VAT imposed last year.

For those who want to do it themselves there is advice on how to make a fibreglass craft, a popular project in quite a few schools, canoe holidays and expeditions, life aided. Some of Britain's Olympic paddlers will be seen in the competi-

Scots share basketball honours

England and Scotland each won the double header girls' basketball international at Meadowbank, Edinburgh, last week. The English won the under-15 game 51-25, but the Scots triumphed 74-49 in the under-17 encounter.

Top scorers among the young girls were Sue Green (14) of Sharon Lloyd (8), both from England's champion girls' school, Deptford Comprehensive, Raincliffe, Trent, Nottingham.

Perhaps the Scots were unimpressed by Shirena Jubli (Hemel Hempstead School, Herts) who, at 14, is 6ft 10, tall.

Dayncourt girls Linda Gordon (18 points) and Jackie Cheesbrough were prominent in the senior game but were no match for the formidable, experienced Scottish squad with seven representatives from Edinburgh's Holyrood High School as the core.

This was not the only Anglo-Scottish basketball action last week. Hundreds of miles to the south, at Hatfield, Herts, England's under-15 boys defeated Scotland 76-38.

There was a junior giant in 6ft 6 Londoner Joe White (12 points, 7ft 2in) who scored 12 points, but the team captain is pocket-sized Stephen Matthews (Winton School, Andover, Hants) at 5ft 4in. On Friday the English boys met the Welsh at Bridgend.

3,000 schools now in the swim

The best time to learn to swim is at school. With this in mind the National Award Scheme "Learn to Swim" programme was launched in Scotland in 1970. Now, more than 3,000 Scottish children pass through the scheme at various levels every year and 500,000 now proudly sport their award scheme badge. More than 3,000 schools have joined the scheme.

The scheme which is administered jointly by the Scottish Amateur Swimming Association and the Scottish Schools Swimming Association aims to have all children able to swim by the time they are eight. A swimmer is defined as a child who can swim 15 metres - enough to reach safety in rivers, ponds and canals, where most drownings occur.

"This is probably the most successful scheme of its kind in the world," said Mrs Mae Cochran, full-time secretary of her office in Edinburgh. Trophies to be won include the Dolphin Trophy for primary schools and the Trident Trophy for secondaries.

Whose needs, whose control?

Douglas Holly argues that questions of standards and core curriculum are irrelevant to the real issues of learning



Left: a seventeenth-century broadsheet produced by the Levellers, who felt men and women should learn the power of knowledge through use. Right: the Prime Minister at Ruskin College last October.

The great debate begun by the Prime Minister at Ruskin College is really a great non-debate. The question now, as always, is to ask about the education system: "Does it turn out enough people who can read and count?" but "Does it turn out enough people who can think for themselves?"

Not that reading and counting do not matter: such skills are vital to a democracy. But basic skills, while necessary, are not a sufficient requirement. As Paulo Freire has demonstrated with Brazilian peasants, the point about literacy is knowing the social significance of words - or rather the significance of the things and events words stand for.

Nor is it enough to use the words to learn history, geography, physics or calculus as propounded by others. The significance of knowledge must be experienced subjectively by human beings as social individuals. This is the difference between real learning and mere erudition.

Our leaders are far from concerning themselves with anything of the sort. The economy, they say, requires such and such skilled workers, such and such technicians, such and such bankers and scientists. The school curriculum should exist to service this need.

Of course, they acknowledge the importance of sport, religion and literature: a healthy mind in a healthy body has always appealed to the rulers of this world. But basically the state maintains schools to service the needs of the state - as perceived by those who run the state, and those in whose interests it is run.

The great non-debate accordingly centres on real educational issues, and seeks to elevate such matters as "the monitoring of standards" and the quest for a "core curriculum" both concepts which relate to the content of teaching rather than the nature of learning. As every educational researcher knows, it is possible, if not easy, to devise measures and instruments to test whether pupil A has retained fact X better than pupil B, under optimal conditions, whether fact X has been generalized into an abstraction, or whether it would lay claim to have demonstrated that pupil A had understood fact X, or that fact X was by nature comprehensible to pupil A, or any other in a



all knowledge and intellectual authority should be referred to concrete experience and public demonstration. Children should learn at work in the home, young people in field and workshop.

History decreed otherwise. Education as it has developed since the Commonwealth has taken the model of academic speculation - "studying imagination" - even in science. The development of capitalism has forced the centralization and institutionalization of knowledge in a particular way. As Marx put in his *Grundrisse*:

"The knowledge, the judgment and the will which, though in ever so small a degree, are practised by the independent peasant or handicraftsman... these faculties are now all required for the workshop as a whole. Intelligence in production expands in one direction because it vanishes in others."

The very social organization which has made possible the banishment of hunger, poverty and ignorance from the world has separated the individual's learning from his productive action so that, as Marx continues, "The labourer is brought face to face with the intellectual potentialities of the material process of production as the property of another and as a ruling power."

It is part of the dialectical contradiction of history that social progress has been via a greater and greater concentration of Winstanley's twin evils: private property and irresponsible power.

No conspiracy theory is required, then, to hear in the present call for centralization and standardization of curriculum the authoritative tones of those who would suppress for ever the possibility of dissent thought. Technical rationality, as Marcuse pointed out, neatly coincides with the interests of domination.

The present system of school autonomy is untidy, and the bureaucratic rationalizers of the DES have no doubt chafed at it for many years. What more reasonable than to take advantage of the faltering confidence of capitalist and politician to press for greater order and standardization?

Up till now our school system has presented a certain anomaly, an untidy misfit both in terms of the general economy and policy of the country, and in terms of developed education systems, East and West. The time, one might say, is ripe for change. Why not follow the example of France, West Germany, Scandinavia, not to mention Cuba, East Germany or the Soviet Union?

In a time of economic uncertainty the school system is at least a less dangerous scapegoat than immigration or the trade unions. It is natural to shrug off the present drive for standardization and centralization of curriculum as relatively harmless, perhaps beneficial and, in any case, inevitable.

To believe the last is to give way to historical fatalism: history also proceeds by contention, resistance and counter-initiative. With all its faults, the institution of school is better than the equal ignorance and degradation of unschooled youth in an industrial society - and it was an institution that had to be fought for. The great non-debate is not simply irrelevant. The present untidy, unstandardized, uncentralized English curriculum has one vital redeeming feature: it allows for real educational experiment and development, albeit only in a handful of cases. If this is to be rationalized out of existence by newly-powerful governing bodies, overseeing DES approved curricula with a paraphernalia of monitoring and standardizing tests, more will be lost than a quaint survival.

The reformations we need in our schools is one which strengthens local initiative in developing new approaches, by cultivating the interest of parents and pupils in the basic nature of learning before, during and after schooling, by restoring to people a belief in the touchstone of active experience as opposed to "what others have written or spoke".

On this alone can be based a return of self-respect to ordinary people, necessary if we are ever to bring about social democracy - and therefore sanity - in the control of the body politic and economic.

Education cannot alone achieve such a revolution: but without it social and political action are bound to fail, for want of confidence and involvement among those very masses for whom and by whom radical change should be carried through.

Douglas Holly is a lecturer in the University of Leicester School of Education, and author of *Society, Schools and Humanity*.

Programme control

Anne Corbett reports on how a centralised curriculum is created and disseminated in France, and what those at the receiving end think about the system

It may just be coincidence that the senior chief of Her Majesty's Inspectors is an ex-university teacher of French. What is not in doubt is that Miss Sheila Browne and the HMIs have a lively enough interest in France to toy with two key ideas of the French educational system: a nationally defined curriculum, and a powerful inspectorate to enforce it. Miss Browne herself took an active part in the French inspectorate's annual conference last year.

So it is timely, as Shirley Williams begins her round of consultations, to see how the French define and create a curriculum, what it looks like, how they impose it legally and through their inspectorate, and what some people see as the consequence.

Defining a curriculum has never been a problem for the French. They have been doing it ever since Napoleon established a national system so that he could move his vast army of fonctionnaires or state employees around the country. The University of Paris, given the job of running the system, got the most eminent intellectuals of the day to define what the educated person should know: a kind of minimum baggage of knowledge.

Essentially, a practice designed for 5,000 has been extended to cover 12 million: the whole of a modern education system, from nursery school through to university. The French sidestep some of the difficulties by defining curriculum quite simply as syllabus or course programme, and not "everything that happened in school today". And they do it in a way which is still reminiscent of the eighteenth-century intellectuals, or savants.

Today, defining the curriculum is the responsibility of the 129 *Inspecteurs Généraux de l'Instruction Publique*. They are also responsible, in theory if not in practice, for checking on classroom standards. It says something about the sort of curriculum the French get that most of the *inspecteurs généraux* are discipline based, and most are recruited from the most academically qualified in a highly selective system. The classic *inspecteur général* still comes from the very special group who teach the *classes préparatoires* for the *grandes écoles*, something like the competitive English sixth form in the heyday of Oxbridge scholarships.

There are other groups within the general inspectorate responsible for primary education and for more general education matters: the *vice-recteurs* or the running of the school, as opposed to the teaching of subjects. Rather more of these have been recruited from other sources, such as the *inspecteurs généraux pédagogiques* or the *inspecteurs départementaux*, based on the regional units of educational administration, the *académies*.

The creation of what some commentators call "sous-inspecteurs for the *sous-professions*" leaves the still tiny group of *inspecteurs généraux* with their monopoly of curriculum making, still dominated by the separate and powerful nature of the disciplines. *Inspecteurs généraux* are organized in teams, each traditionally battling to retain or increase their discipline's place in the programmes. The head, the *représentative permanent* chosen by the inspectors, for appointment by the minister, "is not a director"; emphasizes the present incumbent, M Lucien Gémard, "but a coordinator".

Not unexpectedly, the *inspecteurs généraux* are widely accused of being out of touch. It is an accusation that M Gémard is clearly tired of hearing. "We are always sandwiched between the demands of the universities and the subject experts on the one hand, and teachers on the other. It is our duty to advise

(from Ministry of Education Planned Programmes vol I June, 1976—M Haby's reform)

Pedagogy by Objectives

The general orientation of the law of July 11, 1975, makes it necessary to think out afresh the objectives of education.

Today education must enable pupils not only to acquire certain cultural facts, but should enable them also to acquire methods of thought and action, give them the capability to do particular things and a range of intellectual, manual and social behaviours.

That means a reversal of the usual steps which lead to the construction of programmes. It means, first, fixing precisely the objectives to be attained and, after that, deducing content and methods appropriate to the realization of the objectives.

The Main Objectives

A number of general objectives can be proposed for an educational system. But in today's world it seems necessary to give priority to those which will permit a young person to leave school.

- Able to know his capacities
- Able to know the world in which he lives
- With the skills to be autonomous
- Open to change.

the minister on how his pedagogic policy can be conveniently and practically executed. There is no point in recommending a programme which half the teachers cannot teach." He adds that it is nothing new to be under these pressures as well as political ones. "We may have to take up the pen several times before a programme is approved."

But "that is not to accept the criticisms. You must understand how the system works", he says, quickly drawing a plan. He shows a chain of control, pressing down towards the base. But there is also a chain of information working its way upwards. "Most of my colleagues are in and out of establishments for much of their time. One learns a very great deal that way." Those? In the bath, as the French call the chalkface, see nothing.

One of his colleagues, M Victor Marbeau, an *inspecteur général* for history, confirms the image of the man with the overnight bag off to the furthest corners of France. He himself was going to Toulouse next day, and had been in schools the previous week.

He describes the process of making a new programme, and is in a particularly interesting position to do so. The present minister of education, M René Haby, has introduced a plan to change the curriculum of every class between the *école maternelle* and the *baccalauréat* examination. And M Marbeau is working with a group to produce a new integrated subject of *sciences humaines*. He says there have been widespread discussions before-hand with the associations of specialist teachers in schools and universities. "This is what he would expect when any new programme was being drawn up."

He talks about the way research into the processes of learning influences the construction of the programme. But here he admits he may not be typical: "One would have to ask each colleague." He says (and indeed he has a reputation of being exceptionally "ouvert"), his wife works at the *Institut National de la Recherche Pédagogique*, which explains some of his interest. But he has given it

From *Hours, Programmes and Instructions Le second cycle long conduisant au baccalauréat du second degré 1975* Classe Terminale (the pre-baccalauréat year, final year of secondary schooling)

FRENCH

Programme outline

- A major dramatic work of the seventeenth century.
- A philosophical work of the eighteenth century.
- A major poetical work or novel of the nineteenth century.
- Poetry, novels and drama drawn from several twentieth-century works.

The teacher has complete freedom to choose the works which seem to him to be

Learning FRENCH Classes de sixième et de cinquième (first and second years of secondary schooling)

... Language is a tool to be used more than an object to be studied. But intuitive practice is enriched by reflection on the practice... The teacher may make use of the following suggestions:

- Activities involving informal dialogue:
 - Arising from a particular episode or the general life of the class
 - In connexion with audio or visual aids capable of generating pupils' personal interests
 - In conjunction with texts.
- Oral and written expression.
 - Reading, diction, elocution:
 - Training in correct, intelligent and expressive reading
 - Reading with one voice and several
 - Silent reading
 - Rapid reading
 - Training in diction
 - Improvement in elocution

4.—Familiarization with the construction of grammar:

- Exercises in the handling of grammatical structures
- Exercises in the identification of functional groups
- Training in the conjugation and use of verb forms

5.—Vocabulary exercises:

- Quantitative and qualitative exercises, starting with the frequency tables and the acquisition ladders
 - Exercises on the classification and order of words:
 - Study of semantic groupings; lexical sense and contextual sense; lexical groupings
 - Etymological groupings: homonyms, paronyms, synonyms, antonyms
 - Systematic use of a dictionary
- (This is followed by a series of *instructions about grammar, spelling exercises, and writing/drafting exercises. After this there are outlines about methods of work: "Learning a language is also learning a set of operational skills" and the initiation into a culture "appropriate to our times."*)

practical effect in organizing the transition of some of Jerome Bruner's work at colleges of learning, and is circulating a paper gleaned from Council of Europe sources on autonomous learning.

"What we are trying to do in the new programme", he says, "is to give pupils concepts and tools. We do not want to weigh them down with studies of rivers in Africa or lists of historical dates. We want them to understand the particular language of history and geography, acquire skills of observation and analysis. We must of course provide them with a framework of facts so that they can understand the significance of the evidence that they are studying."

This may be a new approach to the minimum baggage of knowledge, but other inspectors speak less of the new and more of the problem for teachers of working with a commission for six years from 1966, with its members divided equally between the ministry of education representatives and outside experts. At the end their recommendations were blocked by the minister of the day.

Certainly, too, there is a view outside the ministry that all is not as well with the inspectorate as perhaps M Gémard's words suggest. The inspectors' hegemony appeared to come under attack in the mid-sixties, when the Government set up a series of curriculum commissions with eminent outside chairmen drawn from the *Collège de France*, or the university prominent in the relevant discipline.

M Gémard explains these as the most powerful ways of accommodating "brutal turning points" in society, where externally chaired commissions encourage public discussion. But others speak of the inspectors being elbowed out.

Now, however, the situation is more ambiguous. The minister, M Haby, is exceptional in being a pedagogic inspector: he has worked his way through the system, as primary school teacher, geography specialist and director of *académies*. He has strong views about the content of the curriculum, which include trying to abolish the strong system of streaming up to the age of 16, and introducing a common curriculum. At the same time, the status of the largely

best adapted to the abilities and tastes of his pupils.

MODERN LANGUAGES: ENGLISH

Combined programme for the three final years of secondary schooling.

In the first and second years of the three-year course, the texts should for the most part be drawn from British authors of the eighteenth, nineteenth and twentieth centuries; in the final year from American authors.

Teachers are not forbidden to make a start on some American writers during the first two years, or to study a few pages from British authors in the final year class.

In the first of the three years, depending on the level of the class, a few scenes from Shakespeare may be studied.

French style

discipline-based inspectorate looks greater. M Haby has re-established curriculum commissions, with the *inspecteurs généraux* as chairmen. He is also increasing the numbers of the other sorts of inspector.

Nevertheless *Le Monde*, never very friendly to him, commented in December, when the first details of his curriculum reform were published, that "the programmes are marked by pedagogical research findings and a clear sense of realism". But while French commentators argue among themselves as to whether they are now seeing a demonstration of personal power at the ministry, one thing at least does not change. The process of programme making happens a very long way from the classrooms.

What do programmes look like? You can no longer look at a chart on the Minister of Education's wall, and be told what every child in France is doing at that moment. But if you walk into the Ministry of Education's marketing organization SEVPEM (*Service d'Édition et de Vente des Publications Nationales*), at Yenne des Publications nationales, or into one of the regional centres for documents used by teachers, you can buy either booklets indicating the general lines for the primary school or the extremely detailed programmes for the lower and upper secondary school (see panels). Also available now are M Haby's proposals for the first two classes to be affected by his reform (the beginning of the primary school and the beginning of the secondary school), which will take effect from September, 1977.

Yet so much of what happens in any classroom results from the interaction of particular teachers with particular pupils. Are the programmes really imposed, or is it all an elaborate paper exercise? Twenty or so pupils in two different secondary schools could not remember seeing an inspector in their class more than once, and usually the inspector they had seen had not been one of the *inspecteurs généraux*.

At one of the most famous Paris lycées, Louis le Grand, a French teacher looked in astonishment at the interaction of *Hours, Programmes and Instructions* booklet, and asked what it was. A teacher at a private technical secondary school said he had never respected programmes, and neither inspectors nor his school director had expected him to. As he described it, the school was taking the rejects of the system, many of them pushed out of the ordinary secondary schools at 14. No inspector could do better than him at making his pupils want to learn, and no one knew how to write that into a programme.

M Antoine Prost, a well-known historian of French education, puts forward the view that programmes are not respected. Otherwise one of the unions would not be campaigning for the teachers' right to be forewarned of inspectors' visits (a right M Haby himself said teachers should have when he addressed the last conference of the *inspecteurs généraux*).

But there are factors which suggest that, even if programmes are mythical, the myth is likely to be upheld. There is a powerfully effective diffusion of the general ideas. The law is used for statements of intent. M Haby's law of July 11, 1975, gave the "grandes lignes" of his project, declaring the need to moderate primary and secondary education.

One stage later come the decrees, which the minister makes with the approval of the Council of Ministers. M Haby's decrees have just been published. The 170 or so clauses deal with the organization of schools, financial arrangements and rights of parents.

Next will come the ministerial orders (*arrêtés*), specifying the details of the programmes and hours. Those taking effect in 1977 have now been approved

From *Hours, Programmes and Instructions Le premier cycle 1976*, Classe de cinquième (second year of secondary schooling)

FRENCH

1.—Study of language

- Study and testing of spelling. Revision of verbal forms which have to be thoroughly known.
- Vocabulary study: increase in vocabulary through the use of exercises: literal senses and figurative senses.
- Independent clauses; the verb in independent clauses. The sentence and groups of words in a sentence. Brief study of subordinate clauses. Agreements. Punctuation.
- Detailed study of the noun. Accompanying words (articles, adjectives). Complements. Substitutes. Pronouns.
- Elementary study of the alexandrine verse form: syllable counting, rhythm, accent, rhyme (these ideas must be taught during the course of exercises and reading, and must emerge from the text being studied).

2.—Applied exercises

- Study of spelling, punctuation. Exercises and dictations followed by sentence analysis.
- Oral study of French, from texts.
- Explanation of texts, both those where the pupils work on their own, and those on which they work at the teachers' direction.
- Learning by heart: diction and dramatization exercises.
- Reading to be done at home which the pupils will have to summarize briefly in class to test them accustomed to expressing themselves correctly and easily.
- Exercises on the different ways of expressing a thought by varying the grammatical form.
- Group oral and written exercises: description and narration. This can lead to texts to be read and commented on.

NB: In all class exercises the teacher must make the pupils express themselves in proper sentences.

3.—Authors

- Compulsory
 - Short stories and extracts from writers and poets of the Middle Ages translated into modern French.

by the statutorily consultative councils, and details have just appeared in the press. When ready for implementation they are published in the *Bulletin Officiel*, which is circulated to all heads of establishments and incorporated into such teacher training as exists. Inspectors, with their dual responsibility for schools and universities, see that the two work in parallel.

This diffusion gets taken up by the publishers, who are widely accused of getting preferential treatment from the ministry. (The association of history teachers is currently complaining that the publishers were told of the Haby plans for the new programme long before they were. M Marbeau, the history inspector, says they have all told the general outlines at the same time.) The publishers certainly vie with each other to produce textbooks which are faithful to the programmes. They get inspectors to write books, or to sign personal recommendations for them.

There are fears of sanctions. As a pupil at the Louis le Grand lycée put it: "Of

- Molière: *Les Fourberies de Scapin*.
- La Fontaine: Fables from Books, IV, V and VI.

- Prose and poetry extracts from French writers from the seventeenth to twentieth centuries.
- Victor Hugo: *La Conscience*, *Le Mariage de Roland*, *Amnéville*, *Les Pauvres Gens*.
- Short stories and prose extracts from the nineteenth and twentieth centuries.
- Alphonse Daudet: *Lettres de mon moulin*.

Supplementary readings

- Short stories and extracts from classical and foreign writers of the Roman period and Middle Ages.

MODERN LANGUAGES: ENGLISH

Pronunciation

Revision of basic sounds, especially the most subtle. Accent and rhythm. Sounds formed by groups of letters. Use of weak forms of language.

Vocabulary

Revision and extension of vocabulary gained during the previous year. Beginnings of vocabulary on: the country, animal and vegetable life, nature; the sea, the sky and stars; journeys; the town and the street; jobs and leisure time activities; the child in the family and at school (it would be wise not to give more than 500-700 new words).

Grammar

The idea of complements. Deeper study than previous year of pronouns, relative adjectives, questions, indefinite articles. Subordinating clauses, Tenses and modes. Greater study of auxiliary verbs. The passive.

Oral expression

Training in all forms of oral expression: conversation, recitation, singing, reading. Readings in which the teacher is to explain the vocabulary and grammar and to give a simple commentary in English.

Written exercises

The same as in the previous year, but more complex.

Authors

Simple original texts from the best authors. Adaptations. Brief readings.

independent, like Louis le Grand, nor disadvantaged enough to be sunk in its own problems, like the technical school, who stressed what is surely the key: they believed in nationally defined programmes.

In a bleak staffroom, in Drancy, a northern suburb of Paris, bare except for a print of the Mona Lisa, teachers at an 11 to 16 secondary school complained of many programme details: too overloaded in history, too many problems in changing to audio visual methods in German, when parents insisted that each textbook should have at least five years' use. More fundamentally, they complained that the teacher "in the bath" was never consulted about the classroom implications of programmes.

They positively wanted more educational discussions: staying after school to talk like this was the first such discussion for months. But they did not dispute the idea of a programme. Cultural unity was important. Continuity was important. They too recognized the "minimum baggage of knowledge".

They were echoed elsewhere: by the Louis le Grand pupils, one autonomous learner apart, by their teachers, by the associations of parents and the teachers' unions. They argued about the amount of flexibility to be given to teachers (more than the 10 per cent of time now allowed by law, more within the amount of the programme). But the only people to say that they were opposed to fixed programmes were researchers. This includes the director of the biggest research section of the *Institut National de la Recherche Pédagogique*, M Louis le Grand, who feels that programmes are inappropriate for perhaps three-quarters of pupils.

There remains scope for argument about the results. Examination results, with all their weaknesses, are the most objective measure. But the French have not gone in for any systematic measurement of how standards change over time.

So, while the Drancy pupils produced the conventional wisdom of one side ("their parents thought they learnt much more in school these days"), many others echoed the conventional hostility. Standards were slipping, especially since 1968. Some of them show great concern about M Haby's "softness" in trying to abolish streams.

On a different tack, there is growing currency in left wing circles for the view that the curriculum is not an ideologically neutral instrument for selecting pupils on merit, but yet another weapon of the ruling class, designed to preserve their position. Not that there are much signs of alternatives. Though the common programme of the socialist and communist parties suggests a "global and coherent" revision of programmes, it leaves aside the key questions of who should define and police them. In that context another current argument, for making inspectors "animators not exterminators", sounds a bit weak.

As the English show signs of reconsidering the totally teacher-made curriculum in favour of some common core, the conclusions from French experience are twofold. We have a great deal to learn on the techniques of describing that "minimum baggage". But that is not to say that one also has to adopt French methods of creation and control. As the no-nonsense M Gémard put it: "*La France est la France*: we all distrust each other."

The English, in attempting to move an education machine which is in different ways as unwieldy as the French, must surely look for a balance, which retains some trust but makes the curriculum public.

course, because there is bullying and fear". Was I asking about inspectors of police? Well, anyway, it was the same in education. And he spontaneously drew his diagram of the way the system works, always bearing downwards on to the weakest sections of society. The pressures evidently had unfortunate effects on pupils — and dogs.

Less colourfully, teachers in other schools confirmed his essential point: there are pressures to make one conform. An inspector decides on promotion, or gives a teacher permission to change class. There were plenty of stories of a terrible grey man arriving to scare the class, examine the pupils' books and shape the teachers' life on the basis of 20 minutes' observation. There were plenty of stories of dragon killing, too, and the cynicism which results: "Good", said one teacher who had just been inspected, "Now I've got three years' rest."

But it was teachers at a school which is neither elite enough, nor risk being

Scholarship, or propaganda?

Julius Gould
argues that the Marxist bias of
a major Open University
course constitutes a disservice
to its students

The Open University is particularly "open" to comment—both positive and negative. No one doubts its importance as an educational experiment, or the richness which, along with many forms of continuing education, it can bring to the lives and careers of students and women who, for whatever reason, have not trodden all the other roads to university education.

Its publications and course materials—both written and visual—are very much in the public domain. Often published in association with commercial publishers, their text-books reach a wide and varying readership, and not only in this country. They carry, as do the publications of any university, something of a seal of academic approval—even though no one would suggest that every sentiment expressed in such publications is the "official" view of the university.

Understandably, therefore, it is a matter of public interest when some of that output appears, as it did to a Sheffield university teacher and OU course-tutor, Mr T. Noble (*Sesame*—the magazine of the Open University—June/July, 1976) to contain "ideological distortion", or "propaganda masquerading as scholarship", or, in the words of Dr Hugh Freeman ("Is there a Marxist bias in the Open University?" *The Times*, December 10, 1976) to consist "merely of dogmatic political statements, on the assumption that everyone accepts Marxism as desirable and true". To the extent that this is so—within courses in the field of educational and social studies—we are faced with a cultural-political phenomenon of some importance.

Again, when we recall Professor Antony Flew's strictures on the sociology of knowledge—so assiduously propagated in Open University texts in the educational field—these are special cases which are just as disturbing. Professor Flew may be remembered, argued in his recent book, *Sociology, Equality and Education*, that the new sociology of education, concerned with ideology and the curriculum, as "an anti-educational activity... incompatible with basic presuppositions both of science in general and of the social sciences in particular."

These strictures are all recalled by the material offered by the Open University course E202 in *Schooling and Society*. The course falls into six blocks—Block one—*Schooling and Capitalism* (with which this article is primarily concerned), Block two—*The Process of Schooling*, Block three—*Knowledge and Ideology in the Curriculum*, Block four—*Processes of Selection*, Block five—*Culture and Class*, Block six—*Alternatives*.

It appears that the course opens with 60 hours on block one and concludes with 20 hours on block six. By the way, "looks at recent proposals for the reform and adaptation of the present educational system and contrasts them with more far-reaching demands for fundamental economic and structural changes in society as a whole"; "looks at the role of the whole course at the end of that block is to be by Stuart Hall, now at the Centre for Contemporary Cultural Studies at Birmingham, and one of the founding fathers of the New Left Review.

There is now a reader available for the 60-hour part on *Schooling and Capitalism*. It consists of an introduction and 25 readings. If the editors have the first word—as is their privilege—they considerably allow others to conclude the volume—with extracts on "Consciousness and Change" from Raymond Williams; Herbert Marcuse, Antonio Gramsci and Paulo Freire. These latter writers offer what the editors call a "note of optimism". That is, as maybe, but the note of optimism will seem overdone to the student who finds that far. What precedes it is a sustained and depressing concerto.

The contributions to the book are united by one central, overriding theme—that of the hostility to what it calls "capitalism", and to the "liberal ideology of education" which its editors announce, is intimately linked with "capitalism". Lost there is any doubt about their assumptions, the editors inform us in the second paragraph of their Introduction:

Under a capitalist mode of production there is an unequal distribution of power. It is therefore in the interest of those who hold power to ensure the perpetuation of capitalism.

There is no mention here of the inequalities of power under non-capitalist modes of production, or of the "interest" non-capitalist power-holders surely have in ensuring that their power-base is perpetuated.

Comparisons with non-capitalist societies are excluded—what is included is a taken-for-granted case that it is objectionable for power to be "unequally distributed and that allegedly capitalist forms of such 'inequality' are especially objectionable or unjust." These are the tired commonplace of Marxist polemic—and one hopes that when its students argue about those commonplaces they will not be regarded or treated as deviant cases, dupes of the capitalist system to be made healthy by the reiteration, or reargitation, of their teachers' simple wisdom.

The editors go on to describe certain assumptions in the "liberal ideology of education"—about which they and their authors are deeply suspicious. One is that "schooling critically affects the level of economic growth and social progress through its link with technology". I would certainly accept that the links between education and economic growth are subtle and often paradoxical: I would accept, too (and say so, if necessary), that many pundits, in recent decades, have deceived themselves and others about the nature of these links. But it is far from clear that such links do not exist—or is it clear that they exist only under "capitalism" and its twin ogre "liberal ideology"?

The second "liberal" assumption is that "equitability of educational opportunity" is "capable of overcoming... the unfair distribution of life chances... to the benefit of both society and the individual". The boy here is, of course, meritocracy. Again optimism on these matters may have outrun possibility—even though the wicked "liberals" may have in fact, been less concerned with the revolutionary aim of overcoming "unfairness than with simply narrowing its scope. This, it could be claimed, was, and remains, an excellent aim—even if it does not produce the revolutionary (or any other) millennium.

Before I turn to the third of the unwelcome "liberal" perspectives, let us look at the alternative offered by this reader to the argument, undeniably Marxist in character, that "social relations of production" under capitalism "determine the nature of the technology"—and hence the kind of education that is offered. Furthermore it aims at producing "particular types of people... tentedly under that mode of production". The editors spend no time in discussing the notorious difficulties of the Marxist theory of "determinism"—again we hope that its students will not swallow or treat with undue deference this alternative to "liberalism".

But leaving aside this debate over Marxism (in which, whether they like it or not, the students have by this stage become involved), there are a few other simple questions which should arise. What kinds and levels of education are we hearing about? If it is basic education, then any kind of modern society will seek to impart the skills of numeracy and literacy. The school curriculum, which enhances in Detroit and Birmingham, may be life-enhancing in Moscow and East Berlin. A sardonic but realistic observer of English education may even find that it has not "produced" enough literate or numerate persons. He might, furthermore, argue that success in teaching these subjects has nothing to do with the prevailing "relations of production" but with the diligence and capacities of those paid to teach them.

Again, there are vast areas of "further" and "higher" education ranging from the study of Sanskrit to the study of engineering, chemistry or anatomy—in which all students face a similar study of knowledge and tasks in no way "determined" by the mysterious "relations of production" about which we are insistently reminded. Of course, this volume is highly sceptical about "objectives of knowledge" and finds grounds, sociological and psychological, drawn from even if those studies were as determined by "relations of production" as we are invited to believe, it would still not follow that the information runs right across the board and cocooned in the self-justifying web of Marxist faith should leap to the conclusion: it is no part of the business of the Open University to pass off that faith as scientific truth, even when individual teachers (or departments) may find that faith appealing or soothing.

I also question the sweeping simplicity of the claim that the opening simplicity of the

the sort of personality attuned to working contentedly under the reigning "relations of production". It is by no means absurd for education to have such a function—difficult though it may be to perform. It would be interesting to compare (though the report does not) the different patterns of "contentment" allegedly produced by differing "relations of production". A socialist system of production aims at producing its own special version of "contented personalities"—content, furthermore, with rulers who deny them the political freedoms enjoyed under liberal capitalism, freedoms exercised, not least, by Open University teachers.

"The New Sociologists of Education are vigilant about other people's curricula to sniff out matters that are 'taken for granted'. Why do they themselves take so much for granted?"

Every pattern of contentment (however patchy) contains some admirable features: it would be eccentric to hold that patterns of contentment are all, for some reason, to be deplored. I myself see many such features associated with the "liberalism" and the market economy so disliked by this reader. It would be nice to know what patterns of contentment the editors find valuable in non-liberal non-capitalist societies.

I turn now to the third characteristic of liberal thought on education which the volume attacks. It singles out as a fault within the liberal tradition that it "presents both culture and schooling as politically neutral forces for social change". This, for the section three of the book's contents purports to prove:

The idea of equality of opportunity, the drive to establish a meritocracy based upon ability, while compensating those deprived of opportunity to participate in the movement towards upward social mobility are shown neither to threaten nor to replace the essential economic structure of society.

Well, well. Leave aside the ambiguities of the little word "essential". Just think—as one hopes a university course encourages one to think: why should the educational process be at fault if it does not "threaten" or "replace" the essential economic structures of society? Why—unless one accepts a Marxist view of things—should we take for granted the need to do all this "threatening" or "replacing"? Why should those who fall to undertake, or underwrite, these tasks be regarded as falling in some solemn duty? The New Sociologists of Education are vigilant about other people's curricula to sniff out matters that are "taken for granted". Why do they themselves take so much for granted? Socialist grievances about economic structures are certainly social facts—but, in a free society, they need not be elevated into fundamental truths in the sciences of man.

These, then, are not the only political judgments that are accorded special status in this volume. The brunt of the attack is towards liberalism as a support for social control linked to the "controlling" aspects of the "hidden" and overt curricula. In the United States, J. K. Kanter, in one of the two contributions to the reader, implied education for social control "education of the individual was sacrificed for the greater good of social

control and security." Once again we are locked into an either/or—little attention given to the fact that education may be at least in a society as diverse as the United States) quite properly include both social and economic control—among other things (especially in any non-socialist society) are the rules for changing the rules of the game.

Mr Kanter's critique is entitled "Liberalism and the quest for orderly change"—and this "liberalism" which seems to be the major Aunt Sally of the volume is distinguished by "the very large number of names which will be completely unfamiliar to most of his readers." Some of them, indeed, get very close (in a different sense, of course) to the excitement of the excitement.

What is at issue is not whether a Marxist viewpoint has a place in courses of education or in the wider teaching of the social sciences. We have no Pavlovian reflexes, relating early nineteenth-century popular iconography, for example, to John Bunyan's *Pilgrim's Progress*. He shows, though not in detail, how allegorical traditions in the field of social and economic thought began to fall in the 1830s and the scholarly work, for example, of E. P. Thompson and Christopher Hill or E. P. Hobsbawm and scenes of industrial life shows the relevance and the life of the times rather than takes full account of the separation of middle-class and working-class interests after 1832. Paterlini is dealt with more fully than Chartism.

His references to the influence of developing technology are sound, but there are places where his Marxist analysis attempts more than it provides. The few pages on "the modality of melodrama", for example, lean too heavily on an article by Wylie Sipser in the *Keppan Review*, "Aesthetic Revolution: the Marxist Melodrama". Far more research needs to be done on the early Victorian theatre before sweeping generalizations can be made.

In these first introductory chapters, highly readable and excellently illustrated, Mr James reveals many of his own special interests, particularly the need for teachers to abandon the crutches of rules, sanctions, and syllabus, and to work for the future through collaboration with their students.

John Hodgkin, lecturer at the department of educational studies, the Open University, similarly proposes that "secondary education will become (human) frontier oriented rather than fact oriented". His study complements that of Torbert by reminding us that self-directed experiential learning has to be accompanied by the acquisition of abstract modes of thought which alone foster articulate expression (and hence a contribution to cultural rather than individual development), and more than a model of development of thought. Though this book is aimed at teachers who wish to deepen their understanding of education, I can only declare as one of that company that it amounts to little more than an accurate digest of fashionable theories from a range of disciplines, an intellectual pot-pourri unenriched by the core of "real-life" experience and humour of Torbert's book and lacking the gut-level feeling of his theory which this entails.

Both books reject attitudes which permeate our educational system and prevent its transformation; that knowledge is a static body of facts rather than a starting point for enquiry, that teachers are contented that their students are contented, educated as soon as they are "know" enough to play a role in society—at which point learning education stops and learning still ceases, and that maintaining the material status quo as though this is the real state of man's needs.

Torbert's book will be read and valued by teachers who are worried by the need of our culture to transcend itself, by the role of schools in this task, and who are prepared to be read by those who will play with ideas and fall into the trap of doing it for it is the only way to do it. I fear it is the latter rather than the former that will burden the syllabus of teacher education.

Briggs on a study of nineteenth-century iconography and the People 1819-1851. By John James. Allen Lane £7.50. 7139 0778 9.

Even during the struggle for working-class literacy, when every altered, pictures mattered given to the fact that education may be at least in a society as diverse as the United States) quite properly include both social and economic control—among other things (especially in any non-socialist society) are the rules for changing the rules of the game.

Experimental pot-pourri Charles Clasen

Reading a Community of Inquiry? Collaboration, Transformation, and the Role of the Teacher. By R. A. Clasen. £5.50. 471 40220 G.

Observing how schools are run as though students study about "real-life" problems in a vacuum—ignoring the real life in the school, he aimed "to do a school in which both classroom and community would be about the same issues that would be studied in the academic curriculum. The tale of two weeks summer schools which are directed for 60 or more largely 15-19-year-olds from New York provides many hilarious and enlightening episodes of the school's life. But this book is not a mere "text" but another form of experimental school. It follows chapters reflecting the experience of the project and propose a model of the relationship of "organizational" structure and development, and the outcome of "organizational" science: the

Torbert admits failures candidly, yet the measurements of success are not the measurements of success. He cannot believe that the profound appeal of this book is to more students and a less bureaucratic approach to education. Nor can he



A stippled engraving from Whim and Contradiction: A Tale for Young Persons, by "E.S.", c. 1815.

account of the separation of middle-class and working-class interests after 1832. Paterlini is dealt with more fully than Chartism.

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not only in the world of late nineteenth-century and conviction, into the twentieth-century world of television and advertising. I wish that Mr James with his interest in magic, his third is called "Time and the Popular Almanack" and cunningly brings Old Moore into the unfamiliar pages of a history of business. In the *Old Almanack* still sells over a million copies a year in the 1970s.

The second part of his book is an anthology divided into six sections. The first, on work and entertainment, covers much of the ground recently trodden by Matha Victoria's poetry dominates here. The second, on religion, devotes as much space to the critics of Christianity as to its disciples. The third, just called "monitory", starts simply with health injunctions, polite or drastic, and ends with the comprehensive order "Be Something". The fourth, closely related in mood to Mr James's introductory chapters, is the "Wonderful Adventures of the Seven Champions of Christendom" and ending, appropriately, with "Grand Political Pantomime".

The fifth lingers on "crime", an increasingly attractive subject for young social historians, while the sixth focuses on "heroines". They obviously have to be given pride of place for the sake of melodrama with Victoria crowning the book as the Star of England; given the other contents, there is irony rather than melodrama here.

The anthology as a whole is highly selective but extremely absorbing. Far more research needs to be done on the early Victorian theatre before sweeping generalizations can be made.

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The great debate

H. C. Dent

Oxford Review of Education, Volume two, number three, 1976, and Volume three, number one, 1977 (special double issue), £8.00 annually (three issues a year). Available from Corfax Publishing Company, Haddon House, Duncler-on-Thames, Oxford OX9 8JZ.

"Until recently the major function of the history of education" writes Dr Charles Webster, Director of the Wellcome Unit for the History of Medicine, Oxford, in his paper introducing this collection of essays "has been to familiarize intending teachers with notable steps in the development of the modern system of public education."

If one accepts this statement, one must agree with Dr Webster that the approach to the writing of educational history which it implies is too narrowly vocational; and therefore welcome the 10 following essays in this extended number of the Oxford Review of Education, since their purpose is to demonstrate an approach which is "widening the horizons of the history of education."

The criticism their authors make of the traditional history of education is pin-pointed by Professor Harold Silver, of Chelsea College, London University, when he declares that most of what has been written about popular education in the Victorian age offers:

"few or no real clues as to relationships in schools, their role in the community, or as to the social structures and processes which underlie and change ideas and assumptions, in which education was intricately involved. The educational historians represented in this volume believe that their broader outlook involves reference to all means employed by the community for the socialization of the younger generation." In the words of Mrs Joan Simon, whose 1970 book *The Social Origins of English Education* broke entirely new ground: "it is no longer possible to maintain the traditional division between formal and informal modes, schooling and upbringing in the activities of later life."

Or, as Dr Webster says, schools can only be properly understood if they are studied as part of the more general framework of education.

Not all these essays traverse so broad a field. Mr Norman Morris,

of Manchester University, writing about Robert Lowe's Revised Code, confines himself to its financial aspect. Two fascinating glimpses of European education: in nineteenth-century Brittany, by Robert Gidycz, St John's College, Oxford, and "Of the educational policy of the Social Democratic Party in Germany between 1906 and 1922" by Ian C. Wilson, deal almost exclusively with political conflicts, largely between Church and State. Other essays illustrate more fully the broader approach. Steven Shupin and Barry Barnes, of Edinburgh University, explore British pedagogical writing between 1770 and 1850. Professor Thomas Laqueur, University of California at Berkeley, the cultural origins of popular literacy in England between 1800 and 1850.

Carol Dyhouse, of Sussex University, recounts the attempts made in England between 1890 and 1920 to bring education, especially in the elementary schools, towards domestic subjects and mothercraft, and the anxieties caused by those attempts. Ian Inkster, of the University of New South Wales, analyses the various origins, social functions, and causes of decline, of the Mechanics' Institutes in England between 1820 and 1850.

Professor Martin Kaplan, of Emory University, USA, summarizes the criticisms made of the report of the Carnegie Commission on Higher Education 1967-73—"the most thorough investigation of education of any type, in any nation, and at any time in history"—and considers why it omitted answering "the most important questions": what to educate for, and how, and why?

Whatever their subject or scope, these essays are all intrinsically interesting and valuable. They are all scholarly works, and most are extensively documented—and therefore a source for their full understanding considerable background knowledge, both educational and historical. All, happily, avoid the danger, noted by Webster, to which a broad approach is especially prone, of diffuseness, either by getting bogged down in a morass of detail.

By the discussions they should incite, they could make a helpful contribution to our current "Great Debate".

Borderlines of fiction

Kenneth Cripwell on the African novel

The Bride Price. By Buchi Emecheta. Allison and Busby £3.50. 85031 165 9.
Survive the Peace. By Cyrilrian Ekwenani £3.75. 435 90644 5.
Sunset at Dawn. By V. Chuwuteneka Ike. Collins Harvill £3.50. 00 261807 9.
The Great Ponds. By Elechi Amadi. Retold by John Duvay. Heinemann 45p.

Four novels, all by Ibo writers, are concerned in the main with Eastern Nigeria. One deals with a period just before independence, two with the civil war and the last with pre-colonial or even prehistoric times.

The best of the bunch is *The Bride Price* by Buchi Emecheta, a cautionary tale set in the 1950s. A young girl who once her father has to return with her mother and younger brother to her family's home village. There her mother is "inherited" by her father's brother. She is allowed to continue her education begun in Lagos but only because this will enhance her bride price to be paid to her "father". She falls in love with her school-master, a young man with some education and prospects of going on to university. But marriage is out of the question. He is the son of a well-drawn vignette of a missionary to the missionaries to appease their when they opened schools. Marriage with him would be against all the taboos of the community.

However, when Akunna begins to realize what is expected of her as a bride after a frightening abduction, she rebels and escapes with her lover, Choke. Is it really an escape? Her offences against the

customs of her people which clash with the values she and Choke have acquired from their contacts with Western ideas seem to follow her remorselessly and the story ends in tragedy.

Throughout the novel, the author exhibits a great sense of control over the story and its elements, giving the reader a sharp picture of the place of the woman in Ibo society of the time.

In *The Bride Price* there is no strain in the dialogue: it is English without any attempt to base it on a translation from Ibo. This is something that cannot be said about the next two novels. Both of them suffer from the fact that English has to serve for English, Pidgin English and Ibo. These different forms of English often represent specific social settings and need to be carefully handled. In both novels the translation of Ibo is unsuccessful because it is so unnatural.

Of the two, Ekwenani's novel is the more successful. It was a broadcaster during the Biafran war and the book is clearly based on his own experience.

It tells the story of a radio broadcaster, James Odugo, as the war ends and peace is proclaimed. The narrative sputters like a firecracker from one climax to another in the traditional style of the picaresque novel. Odugo's marriage breaks up and he forms liaisons with two other women. There is a well-drawn vignette of a man who dies in a battle after the war has officially ended. His brother Captain becomes the preacher of a new religion. The madness of peace in Biafra is contrasted with the materialism and indifference of Lagos. The book ends with Odugo

knowing that he must make a contribution to peace but what the senseless, avoidable incident, that not an even novel, but it is written with a great sense of control.

Sunset at Dawn is a self-contained piece of writing. The official story does not seem to be fully told, neither element is sufficient to hold the novel together.

Despite the fact that the Ibo Kanu in the novel, was the Ibo refugees and on the Biafran front, the author's concern here for either his characters or for the situation in which they find themselves, like his ability to use humour and satire to war these elements need careful handling if they are not to become extremely irritating.

The final novel of the group, an adaptation by John Duvay of a novel by Elechi Amadi, is a part of a series of books in Ibo and the EPL/ESL market and, possibly for the remedial market in the country (other authors in the series are Steinbeck, Galsworthy and Dickens).

But is it good enough? The original novel deals with the relationship between human beings and the gods. The narrative is important only in what it has to say about the relationship. In adapting the novel most of the sensitivity in terms of character and dialogue has disappeared leaving only a rather pointless story. It is more likely to turn readers against novels from overseas than to attract children and adults in this country to a fuller knowledge of the African novel.

A source to be tapped

Sinclair Goodlad on voluntary work

A Chance to Serve. By Alec Dickson, edited by Moya Dickson. Dutton 1976. £4.25. 234 77888 1. £2.50. 234 72022 5.
Young People as Volunteers. By Moya Dickson. The Volunteers Centre (29 Lower King's Road, Berkhamstead, Herts) £1.00.

One peculiar characteristic of modern society is the increasingly rigid division of work into specialized tasks, with a jealous guarding of lines of demarcation which makes it difficult for anyone to offer help to anyone else without a professional licence, or a union card, or doing so. Fortunately, this is counter-balanced by the spread of volunteering. These two books respectively give a lively impression of the theory and detailed practice of voluntary work.

A Chance to Serve is a personal and intellectual biography of Alec Dickson, founder of Voluntary Service Overseas and of Community Service Volunteers, and acknowledges his father of the Peace Corps idea. The many thousands of people whose lives have been touched and enriched by this extraordinarily charismatic man will value the initiative of his wife, Moya, who has edited many of his occasional papers into a superbly readable chronicle of his thinking as influ-

enced by his experience as a journalist, as an army officer, in wartime East Africa, as founder of Man O'War Bay training centre, as head of a UNESCO mission, as smuggler of Hungarian refugees, and in particular as battler with bureaucracy in founding volunteer organizations of international repute.

One would have valued more detail in some places (about the rift with VSO, for example) but the book is principally valuable as a history of ideas in volunteering—Alec Dickson always moving on from established bases to be ahead of opinion.

Young People as Volunteers is a study based on some 600 interviews, of how volunteering operates in practice. Although the principal findings are somewhat submerged in the detail, Moya Dickson's report gives an admirable account of motivation, recruitment, induction, work, impact, support, wastage, and organization in volunteer organizations using young people. Moya Dickson shows how well-thought-out jobs attract volunteers, and she offers up-to-date information about tasks carried out by school children. Her interviews also reveal many of the difficulties of running volunteer activities smoothly. Teachers are often desperately overworked and are given no time to make appropriate placements or to attend to the necessary administration. Insen-

sive and inflexible organization in reviewing agencies (such as hospitals) also lead to problems.

Mog Ball shows how volunteering seems to satisfy basic needs of young people for a sense of belonging, of importance, of esteem, of worthwhileness; it can give them ideas for a choice of career, and provide admirable roughing for academic reflection. Why then is community service not built into the curriculum? Characteristically, Alec Dickson has been advocating this for several years. When his resources of people and equipment are locked up in educating institutions, it would seem an obvious expedient to promote study through direct practical service to the community. Endless opportunities for service present themselves, particularly in the area of personal and physical handicapped, of younger pupils (through tutoring), of the physical environment.

Alec Dickson's concern to create "a social climate of volunteerism" involves an imaginative shattering of the traditional functions of school, and limited functions of social institutions. *A Chance to Serve* illustrates, with copious quotations, how his strategic thinking about volunteering has evolved. *Young People as Volunteers* shows the tactical level how some of the ideas can be applied.

Clash of cultures

Three Short Novels from Papua and New Guinea, by Benjamin Limba, August Wicand, and Jim Balatal. Edited by Mike Greaves. Longman Paul £2.60. 582 71437 0.

All three of these novels are concerned with the contact between the tribes of Papua and New Guinea and Western civilization leading to independence. They deal with the clash of cultures in the same way as the early writers

in Africa tended to restrict their writing to this topic. Umba's novel is based on traditional oral narratives and deals with the first contacts with the West about 40 years ago. Kital tells the story of the young man leaving his village for the town. Balatal deals with the future after independence.

The settings are refreshingly new but the stories themselves are not exceptional. There is an overall similarity in style; one wonders how much editing was done by Mike Greaves. K.C.

Among this week's contributors:

Lord Briggs is Provost of Worcester College, Oxford.
Kenneth Cripwell is at the University of London Institute of Education.
Sinclair Goodlad is at the department of Chemical Engineering at Imperial College, London.
Alistair Walker is head of the department of arts at the Polytechnic of the South Bank.
David Wright is the editor of *The Penguin Book of English Verse*.

American lights and shades

Redburn. By Herman Melville. Edited by Harold Beaver. Penguin £1.00. 14 043 105 5.
The Science Fiction of Edgar Allan Poe. Collected and edited by Harold Beaver. Penguin 90p. 14 043 106 3.
Winesburg, Ohio. By Sherwood Anderson. Introduction by Malcolm Cowley. Penguin 75p. 14 00 0609 5.

Melville described *Redburn*, his fourth novel, as "a thing which I, the author, know to be trash". The novel concerns the development of Wellingborough Redburn from innocence through experience to self-knowledge. His travels take him from New York to the widely described poverty of early nineteenth-century Liverpool, and thence on the mysterious escapade amid the shocking carry-on of London. On the tragic journey home Redburn witnesses starvation, cholera and victimization. All this undoubtedly derives from Melville's own experience as a cabin-boy.

But there is more of interest here than either biographical data or Melville's own deprecation indicate. A number of themes emerge which shape the course of Melville's writing career. These include the inevitable gravitation of innocence towards evil; the dual function of a voyage cataloguing the items, culinary and otherwise, which you might come across as bookmarks in her own children's favourite literary series, she comments "I'm afraid our books get treated with love rather than respect". So sticks to any reader who loves tidily.

Russell Hoban has a nicely turned essay on Robin Hood as an emblem of the conflict of good and evil, which usually tumbles down to law-abiding respectability with the return of the king, or rightful authority. But he regrets rather than endorses the myth, having a natural, shareable preference for the green world of Robin Hood. He also comments that Hoban's own children's novel, *The Mouse and His Child*, should and with the conversion of villainous Manny Rat and the re-assimilation of the tattered wind-ups into the world of suburban dolls' house.

Many evergreen controversies of children's literature are present in this volume: the criteria by which award-winners are judged in Dominick Hilberd's attack on the Carnegie panel, the uses of violence, touched on by Penelope Farmer and commented on like a ton of bricks by Holbrook's essay on C. S. Lewis's

as the basis of narrative and the catalyst of self-discovery; and relationships between men of, on the one hand, inexplicable sudden hatred and, on the other, vital comradeship.

The Science Fiction of Edgar Allan Poe shares with *Redburn* the laudable and, in this case, particularly comprehensive editorship of Harold Beaver. Towards the end of his introduction to this anthology of 16 of Poe's crepuscular tales, Beaver writes that "the encountered science as the precise mathematical equation between Truth and Beauty". In other words, Poe was miraculously engendered from the soul of Keats and the mind of a precursor of the French Symbolist movement. Whatever the critical claims and controversies, though, these stories display Poe's hallmarks of variety of effects and his command of detail and exposed-nerve atmosphere.

After a colourful early career, Sherwood Anderson made his way to Chicago and became a writer. This coincided with the discovery in the early decades of the twentieth century that there was a classic American literature which

included Melville and Poe as major exponents. Writing mostly about small towns and ordinary people in the Middle West, Anderson pitted the instinctive behaviour of his people against the standardization which he believed was inescapable. Undoubtedly this now seems more sentimental, less convincing than it was to his contemporaries.

Where Harold Beaver provides some of the unifying elements for his collection of Poe's stories, Anderson provided his own for the stories in *Winesburg, Ohio*, the book which brought him recognition and influenced many writers including Faulkner and Hemingway. These elements include the common context of a small Midwest town; a central character, the young newspaper reporter George Willard in whom the inhabitants confide their odd states of mind; and the author's gift, as Malcolm Cowley writes in the introduction, "for summing up, for putting a lifetime into a moment."

These works share no particular critical unity. They are, however, crucial either, as with the Melville, in appreciating the career of the author or, as with the Poe and Anderson, for the insight they give into the development of American literature. They also illustrate the extent to which Penguin Books are enlarging their library of American literature. Alistair Walker

Adult's-eye view

Writers, Critics and Children. Edited by Geoff Fox et al. Heinemann Educational £4.95. 435 18302 8. £1.95. 435 18303 6.

There is no doubt about the writers; Nina Baym, Joan Aiken and Geoffrey Trease are all the sort of names you might expect to see in a book of this kind. The editors are sound like the writers all over again, with Penelope Farmer, Ted Hughes, Russell Hoban and Peter Dickinson, there is always David Holbrook to add dough to the levelling. It's when you reach the children that you begin to feel that the editors are wearing those contributors can express only an adult's-eye view of the world of children's books.

And they do it very well. Nina Baym remembers how adults appear to her as a child. "In certain, awkward, quirky, dangerous creatures" unlike their fictional counterparts. This writer comes over as a slightly annoyed and uncompromising little girl who must have been uncomfortable to have around. Joan Aiken is a bit of a bully. After

cataloguing the items, culinary and otherwise, which you might come across as bookmarks in her own children's favourite literary series, she comments "I'm afraid our books get treated with love rather than respect". So sticks to any reader who loves tidily.

Russell Hoban has a nicely turned essay on Robin Hood as an emblem of the conflict of good and evil, which usually tumbles down to law-abiding respectability with the return of the king, or rightful authority. But he regrets rather than endorses the myth, having a natural, shareable preference for the green world of Robin Hood. He also comments that Hoban's own children's novel, *The Mouse and His Child*, should and with the conversion of villainous Manny Rat and the re-assimilation of the tattered wind-ups into the world of suburban dolls' house.

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Unravelling the magic

Coleridge's Poetic Intelligence. By John Beer. Macmillan £8.95. 333 21312 2.

Dr John Beer is perhaps the best living Coleridge scholar. His new book, as might be expected, is a valuable contribution to the unravelling of Coleridge's thought, and particularly emphasizes the early and fundamental influence of the German mystic Jacob Boehme on Coleridge's speculative ideas. As he points out, Boehme and Coleridge—were the only English writers of their time to mention Boehme with respect. It was Boehme who led Coleridge towards rejection of the eighteenth-century mechanistic view of the universe, towards an organic and vitalist concept of the world as a living world, and to his belief in the correspondence between man and nature; to the philosophical blueprint, as it were, of Romanticism.

Dr Beer also underlines Coleridge's interest in magic, and his belief that some of the elements of traditional magic lore could be relevant to the understanding of Coleridge's poetic imagination. He juxtaposes con-temporary scientific observation and theory with the beliefs of the

ancients. Coleridge gained valuable insights.

Hence, for example, his interest in animal magnetism, hypnosis, and mesmerism. And, as Dr Beer demonstrates, Coleridge's ubiquitous curiosity and philosophic speculations have their flowering in his poetry, in particular the three magical pieces, *Kubla Khan*, *The Ancient Mariner*, and *Christabel*. Dr Beer is equally illuminating on other influences on Coleridge's thought and imagery—his friendship with the scientist Humphrey Davy, for example. That other fruitful relationship between Coleridge and William and Dorothy Wordsworth is efficiently re-examined in Coleridge's Wordsworthian thought, in the Wordsworths' taught Coleridge to see.

This is, however, a difficult book, best fitted for specialists and scholars. Those whose bias is for philosophy will be more taken with it than those concerned with poetry. It is more than a study of Coleridge's thought, it is a study of Coleridge's thought and imagery—his friendship with the scientist Humphrey Davy, for example. That other fruitful relationship between Coleridge and William and Dorothy Wordsworth is efficiently re-examined in Coleridge's Wordsworthian thought, in the Wordsworths' taught Coleridge to see.

possible to express himself at times in clearer prose.

Here is a sentence that I tripped over and hurt my head with: "But it is hard to believe that in 1797 he [Coleridge] would have allowed himself to work so deviously in writing a serious poem [The Ancient Mariner] as to present an exotic moral which he meant to be totally subversive once critical attention was given to the poem's contents."

Another complaint I must make concerns the notes. Dr Beer quotes copiously, aptly, and well, but it is therefore exasperating to find that, unless one happens to be totally conversant with the poet's life, few of the quotations can really be traced. Passages from Hazlitt, for instance, are identified not by the title of the essay or book in which they occur, but by a reference like this: HW p. 18. That is, volume xi, page 18, of P. P. Howe's 21-volume edition of the *Complete Works of William Hazlitt*. Quotes from Wordsworth et al. are similarly identified, not by titles of poems, but by page numbers of a specific edition of the books. Maddening for anyone with only a common or garden Hazlitt or Wordsworth etc. on the shelves. Let this not become a standard practice.

David Wright

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Children's literature

In and out of the workhouse

Shirley Toulson

If I Survive. By Patricia Miles. Hamish Hamilton £3.25. 241 89458 1.
Ask Me No Questions. By Ann Schlee. Macmillan £3.25. 333 19907 3.
Silver Everything and Many Mansions. By Winifred Butler. Oxford University Press £2.95. 19 271389 2.
Shiva's Pearls. By Harriet Graham. Hamish Hamilton £3.25. 241 89423 9.

It is common enough to find good adventure stories made out of the great events of history; but it is much more satisfying to read those that are built around the lives of ordinary or even very poor people and which manage to convey the daily experiences of other times.

Patricia Miles is adept at such story telling. Her first book, *Nobody's Child*, was acclaimed by Leon Carfield, and she has stayed in the eighteenth century for her second. *If I Survive* is based on the true account of an elderly and much married English lady, whose fourth husband, the Irish colonel Major de Witcheven, from that town he sets out to walk the 300-odd miles south to London. For company he has Moses, a Lancashire orphan who befriended him on the boat. Both led are on the same journey, the officials of the poor law administration who have separated him from his sister and bound him as a parish apprentice.

The book is about those children as they were observed by Laura and her younger brother Rory, who have been sent to rural Tooting to avoid the cholera outbreak in London. They stay with their Aunt Bolinger, a lady of fairly tale awfulness, whose concern is only with the appearance of things and the need to be deemed genteel by her neighbours. Laura, who discovers something of what is going on in the next-door "orphanage", has to keep her suspicions to herself, and to steal

from her aunt's larder to feed the starving children. It's a tale of confrontation between cruelty, complicity and compassion that could only have taken place at a time in social history when the necessity to remain "respectable" outweighed every other human attribute.

Silver Everything is also about keeping up appearances, although this time that activity has a more amiable interpretation. It is about the determination to hang on to every last vestige of self-respect, which was shown by the great number of the unemployed in county Durham in the twenties. This proud way of coping with poverty must sometimes have been bewildering to a child, and that is what interests Mrs Miles. Her previous book about Jimmy Friend, *Crab at Godgate*, won the 1974 Guardian Award. Jimmy was 11 in that book; these two new stories go back three years, to the time when Jimmy's parents started shop-keeping. This is an important step in their lives, for the general store they take over is not in the respectable chapel-gover area of the town, and it gets less and less possible for Mr and Mrs Friend to keep up the standards they acquired when they were in service with the gentry.

Although it all takes place so near our own time, *Silver Everything* deals with a way of life as remote and vanished as the Tooting countryside. Yet the reader is made aware of the gentry's charity, of the milk-bottle tops, and hanging from the ceiling. Our difficulty today, in needlework as elsewhere, is an *embarras de richesses*. Not only are traditional models readily available—from India to Lapland, China to Peru—but, let alone, they are limitless. Man-made fabrics and fibres have revolutionized techniques: any colour or texture can easily be achieved—chickenwire and pebbles and polystyrene join forces with flax silk and cheesecloth and the like. Obviously, however, materials for example, the cost of the wool alone for a crocheted jacket shown recently on a popular television series was £20.

Living styles have altered too. How many of us regularly use tablecloths, let alone "clear" table mats, linen place-mats, and all the other items that need not only washing but careful ironing? Perhaps partly as a result of this decline in its utilitarian function, "for" anything, a happening, a well-hanging, a happening. Floundering in the debris of our shattered innocence, we shall find help and guidance in the flood of books on needlecraft coming from England and America. For there are only growing interests in the craft and "fashion" needle: Erica Wilson's excellent current television series bears witness to this.

Jan Messent, discussing design from ancient and primitive sources, defines needlework as "a creative art using any yarn and fabric technique, including . . . macramé, all-loom weaving, knitting, crocheting, rug-hooking, tufting and softie-making." She finds inspiration in the caves of Altamira, the Office in White Horse, and African masks. The book is handsomely illustrated, but crams in so much (blackwork is jostled by bits of pin-crochet, quilting by appliqué) that the reader, unless already highly skilled, may feel overwhelmed. (And it is difficult not to ask what the point of a piece of distorted string looking like the tangled jigsaw from the outside of a wooden framework of the outside of an old workbasket?) Betty Whyatt and Joan Ondaatje offer advice on design in full, constructive and practical suggestions, based on their teaching experience at Llandaff college of education. They manage to make the reader jump the "I can't draw" hurdle, giving basic education in colour and shape (positive and negative), scale and repetition. Some of their illustrations. There is a short section on traditional embroidery, and another on the decoration of clothes (two of the fashions to modern ideas are less successful: a negative human form is, after all, roughly symmetrical).

After the lazy daisy

Phoebe Latham

Designing for Embroidery from Ancient and Primitive Sources. By Jan Messent. Studio Vista £4.95. 289 70600 9
Design for Embroidery. By Betty Whyatt and Joan Ondaatje. Mills and Boon £4.95. 263 05893 X.
Needlework. By Winifred Butler. Pan £1.50. 330 24794 8.
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Four Way Bargello. By Dorothy Kaestner. Mills and Boon £4.50. 263 06230 9.
Painting with Stitches. By Vera P. Gould. Ward Lock £6.50. 87192 080 8.

The word "embroidery" (like "education") has many connotations; it may conjure up the image of Mary Queen of Scots in prison stitching her monogram; it may suggest a seventeenth-century Mogul satin coat in the V and A, its delicate cream background exquisitely covered with peacocks and butterflies, lions, mountains and waterfalls; it may call to mind the Tailor of Gloucester's cherry-flowered waistcoat. It might refer to a laboriously grubby and tear-stained "tray-cloth" in lazy-daisy stitch. For the modern design student it is more than likely to suggest what might be cynicly called "stitching studies" with milk-bottle tops, and hanging from the ceiling.

Our difficulty today, in needlework as elsewhere, is an *embarras de richesses*. Not only are traditional models readily available—from India to Lapland, China to Peru—but, let alone, they are limitless. Man-made fabrics and fibres have revolutionized techniques: any colour or texture can easily be achieved—chickenwire and pebbles and polystyrene join forces with flax silk and cheesecloth and the like. Obviously, however, materials for example, the cost of the wool alone for a crocheted jacket shown recently on a popular television series was £20.

Living styles have altered too. How many of us regularly use tablecloths, let alone "clear" table mats, linen place-mats, and all the other items that need not only washing but careful ironing? Perhaps partly as a result of this decline in its utilitarian function, "for" anything, a happening, a well-hanging, a happening. Floundering in the debris of our shattered innocence, we shall find help and guidance in the flood of books on needlecraft coming from England and America. For there are only growing interests in the craft and "fashion" needle: Erica Wilson's excellent current television series bears witness to this.

Jan Messent, discussing design from ancient and primitive sources, defines needlework as "a creative art using any yarn and fabric technique, including . . . macramé, all-loom weaving, knitting, crocheting, rug-hooking, tufting and softie-making." She finds inspiration in the caves of Altamira, the Office in White Horse, and African masks. The book is handsomely illustrated, but crams in so much (blackwork is jostled by bits of pin-crochet, quilting by appliqué) that the reader, unless already highly skilled, may feel overwhelmed. (And it is difficult not to ask what the point of a piece of distorted string looking like the tangled jigsaw from the outside of a wooden framework of the outside of an old workbasket?) Betty Whyatt and Joan Ondaatje offer advice on design in full, constructive and practical suggestions, based on their teaching experience at Llandaff college of education. They manage to make the reader jump the "I can't draw" hurdle, giving basic education in colour and shape (positive and negative), scale and repetition. Some of their illustrations. There is a short section on traditional embroidery, and another on the decoration of clothes (two of the fashions to modern ideas are less successful: a negative human form is, after all, roughly symmetrical).

A useful introduction to practical embroidery (and far the most modestly priced of the bunch under review) is Winifred Butler's *Needlework*. She covers the basic equipment, cleaning, and such valuable hints as "cover worked sections in tissue to prevent soiling and rubbing when work is in progress". She describes a variety of techniques, from patchwork to Bikaner, and includes a section on smoking. Admirably clear diagrams show how to work every stitch.

And how many stitches there are! Nancy Outram Hobbs describes over 70 in canvas work alone, ranging from tent stitch to double leviathan. In fact over half the 120 pages are devoted to detailed descriptions of stitches. Her list of suppliers is the fullest of the six.

Dorothy Kaestner's book on *Four Way Bargello* is also concerned solely with canvas work, showing how to use the popular Florentine stitch outwards in four directions from a central point, rather than in the usual horizontal bands or waves. There are many elaborate diagrams of possible designs. The book is slanted towards an American readership; the author and her husband run a "Handcraft Shoppe".

Another American importation is Vera P. Gould's *Painting with Stitches*. Some people may find this paradoxical (for instance, in the Coventry Cathedral tapestry imitates actual brush strokes). There are some horrors here: a feather-necklace in macramé, crocheted fruit and flowers, "pillows" made for cushions. This book underlines the fact that modern ideas have their own rigidity: what happens to the child who enjoys doing small regular stitches (perhaps in tables or decorations)?

Does not *Pray*—all qualities which make it ideally suited for cutting into shapes, sewing, sticking and drawing on.

Florence Temko has exploited the characteristics of felt with skill, imagination and humour. She begins by explaining the primary school child's needs, and then goes on to state the materials required to make them. In planning projects for this age group, the choice of materials must be of a kind that can be handled easily and imaginatively by the young beginner. In this way, the creative potential can be developed and learning can take place.

Closely observed colonies

JOY O. I. SPOCZYNSKA describes how to build, stock and study a formicarium

An artificial ant nest, or formicarium, is easy to build and simple to observe. It can be kept in a biology laboratory, classroom, or outdoors in a greenhouse or garden shed if there is adequate protection from the weather. The formicarium can be made by anyone who is reasonably handy with saw, hammer and screwdriver. The simplest way to build the frame is to start with two pieces of ordinary picture glass about 12in by 18in or so and attach these to the outside of a wooden framework extending round three sides, as shown in diagram A. The wood should be of 1in square section. The glass can be bound to the wood with strong adhesive linen tape (diagram B).

Two wooden blocks are then cut to fit, in which the formicarium will stand on one edge (diagram C). These blocks should be cut from the heaviest type of wood obtainable, and the completed formicarium should be placed securely on a firm base where it is not likely to be knocked over.

The fourth side, which forms the top, is removable. Three holes are bored through to facilitate the provision of water and food. The first hole should be filled with a small piece of sponge which must be kept moist with water. The middle opening should be moistened with honey. The third hole, which should be fitted with a cork, is used for inserting flies and other small insects.

The ants are introduced by digging into a nest near the woods and scooping out a mixture of ants, brood, soil and pine needles into a cloth bag. *Formica rufa*, the wood ant or red ant, is not only the commonest British species and the easiest to obtain but also lends itself to a number of interesting experiments.

Despite its commonness there are still aspects of its behaviour which are not fully understood or documented. New facts about *Formica rufa* are being recorded, many of them by entomologists, many of whom are amateurs, and it is well within the ability of an observant student to add to our knowledge by his or her carefully recorded observations.

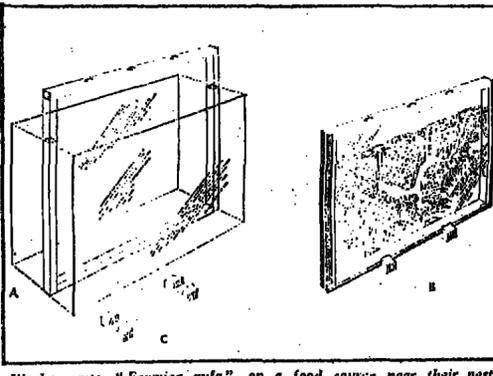
The best digging implement to use for collection is a strong fern trowel about 12in long. A large bag should be made of strong linen, with a drawstring at the top. Do not use plastic bags. Heat and condensation will kill the ants. On a collecting expedition a large white sheet can be spread adjacent to the nest and under the bag, so that any escaping ants which are specially important to the colony, such as the queen or any winged forms, can be seen.

Eggs, larvae and pupae should be included as well, workers and the queen must, of course, be collected. Dig up the nest rapidly with as little disruption as possible and look for the queen first, or she will escape. A pair of long tweezers with flat round points is useful for lifting her, and she should be carried separately in a glass specimen tube closed with a cork, and not dropped into the bag with the workers and brood.

Winged forms should also be transported in this. It is essential that the queen be housed with the other members of the colony, otherwise the community will not function. The queen is easily recognized by her much larger size. Put a few twigs into the bag to help support the weight of soil and pine needles, so that the ants are not crushed during transport.



Photograph: George E. Hyde



Worker ants, "Formica rufa", on a food source near their nest. Diagrams of the construction of an artificial ant nest drawn by Mel-Hior Spoczynska.

doing this. Admittedly it would not be possible to base conclusions of this sort on studies made in the laboratory, but their behaviour compared with their behaviour in the natural habitat.

Formica rufa is active from about April to August in normal seasons, but it is easier to dig up nests during the winter months while the ants are relatively inactive. Winged forms are less likely to take flight at this time of the year when uncovered. The mixture should be poured carefully and entirely into the formicarium. The queen and any winged forms should then be introduced, and the top frame replaced. For additional safety this can be secured at each end with adhesive tape. The ants will soon settle down and reorganise their colony, the workers severing back and forth between the soil and pine needles, rebuilding the broad chambers and passages and relocating the brood.

The glass on the outside of the formicarium used to be covered with pieces of cardboard to exclude the light. This could be removed for observation. It has recently been discovered that insects are insensitive to red light, which they "see" as black or darkness.

If, therefore, you can observe red light, it is unnecessary to use cardboard shields at all. An alternative method is to cover ordinary glass with red cellophane, making sure not to leave any small areas uncovered. In a satisfactory formicarium the ants will tunnel right up to the top of the nest; they can be clearly seen and all the ants' activities observed.

The amount of food required varies according to the size of the colony. The temperature of the nest should be kept at about 20°C. The amount of food required varies according to the size of the colony.

than those provided as food may be introduced for experimental purposes. Larger insects should be able to look after themselves. It will be found that some kinds will be set upon while others will be allowed to remain in the nest unmolested. It would be interesting to try to discover if any benefits are derived by the hosts and vice versa.

Other studies could include burrowing methods, from which it will be observed that ants burrow with their forelegs and kick out the unwanted soil, rather like a dog, unless most other fossorial insects which dig out earth with their jaws. The methods employed by *Formica rufa* when to incorporate extraneous vegetable matter such as pine needles and twigs into the nest structure are also worthy of observation. The cooperation between workers in carrying large objects is well-known, but the formicarium provides the ideal means of watching this and making notes.

Try the experiment of dropping in alien materials such as pieces of paper, twigs from non-coniferous trees, flower-heads and so on. Such materials are quickly removed and not allowed to remain on the surface of the nest in nature, or on which the ants treat as the surface of their "nest" in the formicarium.

In addition the workers can be seen continually reshuffling the external nest material. Conspicuous materials which do not blend with the normal nest materials are removed for examination, but it is obvious why the ants keep redistributing the external nest covering. One might assume that in the wild it would be easier for the ants to recognize and return to their colony if it looked the same all the time. Here is material for detailed study, as it is still not known why ants do this.

If the temperature of the interior of the nest is taken it will be found to be several degrees higher than the temperature of the surroundings, though there is less difference in the colder winter months. Activity generates heat, so naturally in the summer when the activity of the ants is at its peak the nest will be hotter. The heat engendered by the sun's rays seems to have little bearing on the interior nest temperature.

It would be interesting to plot the temperature every day at the same time throughout the year, choosing a time of peak activity. It is easy to take the interior temperature of the formicarium by attaching a clinical thermometer to a pair of long forceps with wire or tape, and inserting it through one of the top holes. Leave it in for five minutes before noting the reading.

Contrary to popular belief, wood ants do not forage only by day but also hunt their prey at night. The type of prey captured does not vary much, only the number drops. It is possible to observe the formicarium at night, studies could be made of this aspect of the ants' behaviour by inserting the same quantity of food insects at night as during the day, and watching the ants' reactions.

There are conflicting reports about food preferences. Insects preyed upon by ants in daylight are more gregarious if seen to be moving. Relatively immobile insects which undergo metamorphosis are rarely used as food. This seems strange in view of the attraction which ants have to immobile food dropped by picnickers.

It has been noted by many observers that the asar of the foregoing ants are to their feet, in a very real sense they display in the ants of the existing colony, which make frantic efforts to escape, and rebuild elsewhere with uncontaminated materials.

One or two ants from another colony could be introduced experimentally to watch the colony's reactions, which will usually be to chase off the intruders. Insects offered



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The Illustrated LONDON NEWS FEBRUARY

THE QUEEN'S SILVER JUBILEE Special articles by Philip Howard Margaret Laing plus pictures of the reign, many in colour

Not bread alone

The Making of the British Diet. By D. J. Oddy and D. S. Hillier. Rowman and Littlefield £6.95. 87471 803 1.

This is a book on the social and economic history of nutrition during the late eighteenth to early nineteenth century. It contains papers on various subjects by leading authorities.

There are three sections. The first deals with the supply of food. Here studies are presented concerning the history of the biscuit industry, bread and cereal manufacture (especially interesting is the evolution of ready-to-eat cereals), the sugar trade, cocoa and chocolate, tea, meat and milk. There are fascinating tidbits concerning the development of many of the familiar trade names, comments on those who have worked so hard to make their industry a success and many tables and lists relating to production, supply and demand, expenditure, sales, duty on goods, imports and so on.

The second section concerns the factors influencing consumption. There are two studies: a people's living standards, one directly concerned with alcohol. Further studies are on groceries and the corner shop and on J. Lyons & Co Ltd—both of which are interesting to anyone wishing to know more about what goes on behind the scenes at their local shop or when they go out to dinner. Another paper on regional variations in diet is amusing as well as discerning.

Finally, the third section explains basic principles of nutrition, gives an historical survey and explains how nutrition surveys are obtained. In all, this is a very welcome and interesting book, though some important studies are excluded, e.g. the study of cheese—a basic food for centuries, and study of diets other than those of the working classes.

Janet Kennedy

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Janet Kennedy

Stick and sew

World's Work £2.10. 437 78223 9.

The development of manipulative skills and awareness of spatial relationships is one of the most important needs of the primary school child. In planning projects for this age group, the choice of materials must be of a kind that can be handled easily and imaginatively by the young beginner. In this way, the creative potential can be developed and learning can take place.

Felt is a wise choice. It is more durable than paper and, as a fabric, it is good preparation for sewing and working on other materials later on. It comes in different thicknesses and in a variety of colours, is cut easily and

drawings on.

Florence Temko has exploited the characteristics of felt with skill, imagination and humour. She begins by explaining the primary school child's needs, and then goes on to state the materials required to make them. In planning projects for this age group, the choice of materials must be of a kind that can be handled easily and imaginatively by the young beginner. In this way, the creative potential can be developed and learning can take place.

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Of human bondage

by Deborah Thom

Slavery in the United States by William C. Hine. Jackdaw Publications Ltd., Jonathan Cape, 30 Bedford Square, London WC1. £1.95.

Slavery in the United States is full of information and insight. It represents a careful summary of the latest thinking on a subject that continues to provoke great controversy. The compiler classifies the key questions. The documents are carefully selected and all that is missing is pictorial evidence, perhaps clichéd for American students but novel to those in Britain.

The kit brings home the horrors that slavery created. At the same time it manages to prevent the complacency that allows us to forget that the culture created for both sides survived long after the Act of Emancipation which ended, for most slaves, the formal legitimacy given to their condition.

The first four extracts provide a neat documentary explanation of the idea of a person as a piece of property with newspapers, posters, a bill of sale and an example of a state slave code. This, last is the most revealing. The laws apply about equally to slaves and to free men of color. Both would, for example, suffer death if they struck a white twice or circulated incendiary literature; both would suffer fine and/or imprisonment if they taught a slave to read.

The questions draw students into the debate about the relationship between racism and slavery and this material provides examples of the

Continued from previous page.

never far from the next this behaviour seems to be intensified. There is room for a great deal of research into this aspect of behaviour alone.

The life-cycle of *Formica rufa* takes a maximum of 37 days to complete, making it an ideal species for school or college study. The eggs take 13 days, at 23°C to 27°C to hatch. The larvae pupate eight days after hatching (at 30°C) and the imago takes from 14 to 16 days in the pupal stage to emerge.

The smallness of the workers makes them difficult to mark. Biologists have managed to stick numbers and letters to the abdomens of *Formica rufa* workers and to clip tiny metal rings round the petiole, or middle of the ant's' bodies. However, this is hardly possible in a school or college laboratory.

The social organizations of ants provides probably the most fascinating example of order and the division of labour in nature, and the making, stocking and maintenance of a formicarium will provide endless opportunities of learning to make careful and accurate observations as well as a great deal of entertainment. Long before man had evolved techniques for community life and survival, still unknown to many less civilized human tribes. There is much to learn about ants, and, for that, too.

John Citizen versus the stout advisers

by Joan Freeman

Advice Available from specialist shops including SPCK bookshops or from Inquir Ltd, 1 Holmes Road, London NW5. £3.60 post free. A game for two players

It is not immediately apparent why this game is promoted as an instrument of educational psychology. If the abilities or personalities of the children playing it are to be judged by their performance, some sort of guide is needed to explain what their actions mean. Otherwise we might simply decide that some people are better at it than others. Perhaps the educational aspect is based on the same sort of idea as the one that learning Latin improves your thinking abilities.

Once the rules are grasped it is a simple and enjoyable game which can develop some intricate thought, not unlike chess. The playing pieces are of four sorts; one type labelled "citizens" and then the advisers—"priests", "lawyers", and "psychiatrists". It seems an unfair distribution.

The advisers are stout, but the poor thin citizens tend to fall over very easily. A sociologist must surely have had a hand in this design. As the game proceeds, the bits of wood on the squared board become social conflicts, but the artificiality of the situations leaves them at some remove from real life.

The confrontations of the players have not got a great deal of long-term holding power. Recognizing this, the author has also devised alternative games to revive flagging interest and a very complex version for party funerals.

I find it quite impossible to make an acceptable judgment on any child's performance in this game. It is possible to describe a child as deviant, obstructive or conformist without going to all this trouble. If the game is not a reliable and valid psychological tool, then it is just a game and if "John" can be made to stay upright it is a good one.

Concern for the message

by Michael Clarke

The History of Western art Section 25. The Pre-Raphaelites. Three filmstrips, £2.95 each. Impressionism and After. Remembered by Paul Moez. Film-strip, cassette, notes, £5.00. Visual Publications, 197 Kensington High Street, London W8.

It is standard practice to introduce the Pre-Raphaelites by referring to their German-Nazarene predecessors and by pointing to the revolution in taste that they are said to have brought about in English art. This general introduction to these three filmstrips ignores the history of art and makes little of the supposed change in taste.

This might be just as well. Full-blown Rubens and theoretically-lit alone with the other "filthy slosh" but can it truly be said that any Pre-Raphaelite painting is formally influenced by the art of the fourteenth and fifteenth centuries? For the revolution in taste, the brotherhood was no more than a step with a steadily growing appreciation of early Renaissance art which they kept out of their paintings lest it influence sales, a fact the introduction recognizes.

It is not the Barbizon painters, Courbet or Millet, with whom they are compared, but Pissarro and Renoir. This slapdash approach perpetrates the notes. Repeatedly, statements like "This cleverly composed and beautifully painted work" or "This painting succeeds because it is superbly composed, superbly seen and superbly painted" occur without any supporting evidence.

The notes, in a very curious way, have the effect of keeping the pictures at a distance. There is plenty of documentary information about their making with a generous amount of quotations but is there an advantage in repeating the claim of art historians that "The whole history of modern art begins with that picture, Coyer, Manet, the Fontainebleau School, all the Impressionists never did anything but imitate that picture" when the work is an act of Madox Brown's "Pretty beachcombs"?

Rhetorical claims like this that "Paul Moez's otherwise charming recollection in Impressionism and After. There is no arguing with it" if a painter doesn't accept Poussin as a god he isn't much of a painter. "Poussin" was a god next to Poussin. We can only agree or disagree. It is a different matter, however, when the notes declare that "Villard was also a member of the group of painters known as the Nabis, Bouvres, Bourgeois and Inimistes". One of them must be right.

Harmonic framework

by Andrew Peggie

Making Beat Music. Cassettes, workbooks and teachers' notes in four units: Creating Rock; Playing the Blues; How to write a Pop Number; Turning on to Progressive. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, West Yorkshire. Each unit £4. Set of four £16.

Pop music is as creative and vital as folk music with the Orff methods, classical harmony, or even the currently fashionable "music as visual art" approach. The talking points are favourable. It gives better ideas and should not be nearly so devoted to longer but more impressive pieces by far the most valuable part of the tapes.

Associated workbooks (three each tape) are attractively laid out and concentrate on the musical aspects of the music, although not open-plan organization means the correspondence between work and workbook is not always clear.

Mr Paton has obviously thought very carefully about how to use and indeed this is one of a number of groups to keep down prices. As the pigment to produce brilliant shades is more expensive than for earth colours, the two groups will in future be priced separately. These cost £1.44 and £1.64 for two kits.

Reeves' new Tempera additive system provides mediums to add to the paints to make them suitable for projects like fabric priming and collage painting. While the quality will obviously not be able to match purpose-made products, these are more economical and therefore allow experimentation in techniques. Reeves also have a new range of wax paints for use on a heated palette, which simplifies the ancient craft of encaustic painting.

The teachers' notes are excellent in other ways, containing suggestions for alternative classroom arrangements, lists of records, and a persuasive essay on the relevance of beat music in the classroom.

Making Beat Music is a significant addition to the resources materials of the music room and one which many teachers will wish to use with a sense of direction and achievement as their pupils

is said about the words): "on to Progressive" introduces advanced harmony, complex electronic procedures and organization of abstract material.

The two latter packs are school material, faster moving than the first two, but assuming a degree of musical skill possibly—but not necessarily—gained from the first two packs.

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Paints, Pelmanism and practice with figures

GILLIAN THOMAS looks at new classroom aids

All sorts of interesting new classroom items were on display at the British Toy and Hobby Fair at the Exhibition Centre in Birmingham last week, as well as playshops for home use.

Ball Siper, a new ball-point liquid ink (in four colours at 29p) instead of the conventional ink to be non-toxic, especially for more advanced projects, and space could have been more profitably devoted to longer but more impressive pieces by far the most valuable part of the tapes.

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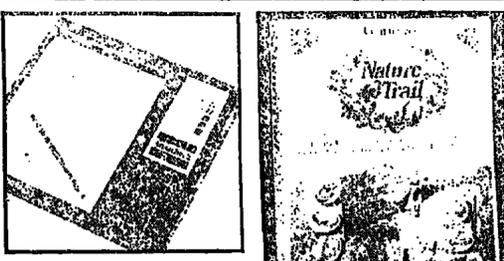
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From top: Inventa Ruler Scales, Wells Kelo's Anascheek maths aids, and the Nature Trail pack from Airfix.

Dimensional view

A company has been formed to develop and produce holograms and holographic products. Holographic Development Ltd, 14 principal field of activity is to be with multi-plexed holograms, which may be viewed using ordinary light instead of the coherent light usually necessary. The holograms are claimed to be completely three-dimensional and will include movement of the subjects.

Information from Holographic Development Ltd, "St. Crum's Hill, London SE10.

Transfer variations

A variation on standard transfer lettering has been introduced by 3M. Image 'n' Transfer graphic material has a light-sensitive coating on which images can be made with ultra violet light.

The sheet has to be developed and washed, using simple equipment, and then the images can be transferred on to suitable types of surface using a stylus. The company says the process can even be used for screened half-tone pictures.

Image 'n' Transfer images are said to be heat resistant and stable, and to adhere to surfaces such as board, paper, polyester, acetate, glass and plastic. The material is available in opaque black and white.

Information from 3M, 380 Harrow Road, London, W9.

Revolving slides

More than 300 35mm slides can be stored in the Slide Rack Unit, which comprises four boxes with compartments on a turntable base. The unit costs £3.95 including VAT, postage and packing. Additional units cost £2.50.

Details from Plastic Engineers Ltd, Troxford Industrial Estate, Pontypridd, Glamorgan.

Conversational French

by Brian Hill

Something to Talk About by Colin Ashler. Cambridge University Press, 200 Euston Road, London NW1, £1.2 plus VAT.

Teachers who need flexibility will appreciate this new resource designed along the lines of the Longman's French packs.

The first pack, *Something to Talk About* features "Transport" in French and covers road, rail, air and sea, but not rivers and canals. No age range or language level is suggested. The authors suggest the materials can be used effectively in different ways.

The main aim is to provide an authentic basis for conversation practice in classes, small groups or pairs. The packs draw on themes which are likely to crop up in oral examinations. Ideas for listening comprehension and written work are also included.

There are seven activities with which the teacher to decide who uses them and how they can be integrated into class work. They range from more useful in the classroom, and with extra materials, than lower down the list.

"Identifying Fish" is a colour wallstrip which has all the detail duplicated in the excellent wallstrip called "Fish Facts" produced in the same series.

Students' Information sheets and if are simply reprints of the main pages from the teacher's booklet, and 15 sheets of each will go far in most classes, suitably divided into different recipes on 10 cards and would also be of limited class circulation.

In view of the small amount of material for class distribution, the teacher of home economics, such the recipes could have been included in the teacher's booklet and the information sheets could have been included in the teacher's notes. Another activity brings in Sylvie Marianne trying to sort out the prob-



JOUR DE MARCHÉ Danger de piétons ROULEZ AVEC PRUDENCE

Double feature

by Christopher Griffin-Baule

Making a Film or Television Programme. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, Yorks. £3.50.

What is the function of a filmstrip? Is it to communicate something visually that cannot be conveyed equally well in some other way? Or is it simply to provide a sequence of illustrations to punctuate a particular subject?

Making a Film or Television Programme cannot claim anything more than the latter, if that. Its humdrum visuals, which display little American originality, supplement the basic outline of film making provided in the notes, which have been rewritten for English publication. This outline is useful as a simple description of a process although the selection of detail sometimes seems arbitrary. But the dullness of the images betrays the inherent interest of the subject.

One problem is the vagueness about what the filmstrip is trying to do—as reflected in its title. Though the first frames show a film projector and a cinema, the scale of the operation seems far more appropriate to a filmstrip series than a public cinema feature.

The fictional story—involving script, actors and settings—as a film rather than an electronically produced television programme. A video studio and bank of monitors equipment has produced more arresting images than we see here.

The final frame illustrates a programme on screen, *Batman*. It is grammatically correct, but it would have been far more interesting to follow such an example through production.

There is already plenty of material about the media, most of it wider in scope and better produced than this filmstrip.

THE FIRST RECORDING OF

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R.S. Thomas

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Peripatetic music

Stephen Collins

A relative newcomer to the teaching profession is the peripatetic instrumental teacher, providing fundamental teaching from the most basic level, through to the advanced stage at which individual, rivet tuition is necessary.

At first sight this seems admirable: a specialist visiting the school to take care of the areas in which the class teachers' knowledge might be lacking. However, with once weekly visits the normal responsibility for follow-up work, rehearsal and general promotion of interest lies firmly within the school.

Unfortunately, a working partnership is not always achieved. Most "pairs" will admit they have schools on their throats, in which the instrumental work does not get off the ground. One remedy would be for a member of the advisory staff, or the head of instrumental music, to research a school's follow-up resources before allocating peripatetic help. A success might be to educate the class music teachers in how best to support the work of the specialist.

Some authorities run short courses with this in mind, but attendance has not been up to expectations, and those who attend may have already developed an interest; there is a danger of preaching to the converted rather than proselytizing.

The full-time peripatetic must go about his business while timetabled activities carry on all around; he must try to fit in as best he can. The school may be overcrowded and short-staffed and finding room can be a problem.

In secondary schools, teachers of other subjects are often unwilling to release pupils for music lessons. Complicated routines have to be devised to avoid acrimony. Most frustrating of all, seemingly endless spidework all too often leads to no end-product.

The music centre provides an attractive alternative and solves many of these problems. Normally situated on a secondary school premises after school hours or on Saturday mornings, the centre enables children to receive tuition, take part in ensemble work, and meet others with similar interests. The extra-curricular nature of this system demands enthusiasm, but there is no need to regard the music centre as a hothouse for gifted children exclusively (though some centres do fulfil this requirement).

The possibility of mixed ability group work provides an extra stimulus. From the teacher's viewpoint, music centre work allows more control over technical development, better accommodation and freedom from timetable clashes. If more music centres were created their part-time nature would place the peripatetic teacher in danger of losing his new found status. It could be argued, though, that instrumental teaching is essentially a part-time service.

Most full-time "pairs" are qualified teachers, enjoying the security of salary and conditions that this involves. However, the nature of instrumental teaching and the resources available restrict the size of group that it is possible to teach. In the light of recent educational cuts, it is reasonable to allow a pupil/teacher ratio of, at most, about eight to one?

Much teaching time is lost in travelling between schools. The teacher may visit a school to see as few as three or four pupils, involving a journey of several miles. If one or more of these children happens to be absent, the inefficiency of the system is further exacerbated.

Some part-time teaching at music centres is done by professional musicians who are able to pass on first-hand experience to aspiring players. Should the peripatetic be primarily a teacher or a musician? Obviously, elements of both these professions are necessary; the teacher must demonstrate, and the musician must be able to communicate.

The trained teacher may posture that his acquired knowledge of education gives him an insight into how best to present his specialist information, and encourage his pupil to produce his maximum effort. The musician quotes the CBS aphorism: "Those who can, do..."

One cannot help wondering whether trained teachers would not be more valuable using their expertise to enrich school musical life, from the classroom, leaving more room in the field of specialist instrumental teaching for the professional player.

Stephen Collins was until recently employed as a music teacher by Lancashire education authority.

Changing child rearing

A. M. Evans

One of the major social and educational problems today is the underachievement of many children due to an insufficiently stimulating home environment. The few schemes that have tried to tackle educational deprivation have approached the problem from outside rather than inside the family unit. Little progress has been made, because the home environment has remained the dominant influence.

A much more effective approach is to change the attitudes and child rearing patterns of future parents by introducing education for parents before the child is born. At present such education is either aimed at the organization of the domestic environment—making Victorian spouses or fitted wardrobes—or at the furnishings of child bedrooms, rather than the way in which the child is reared. This is useful, but has as its outcome the well-cared for but intellectually deprived child, specimens of which may be seen on any house-face, new clothes, electric rickshaw and monosyllabic vocabulary.

What is needed is a course in parenthood which emphasizes the way in which the parent can affect the conceptual development of the child. Ideas which educationists take for granted may be quite new to the average school leaver and eventual average parent. It is worth asking a class of senior pupils whether they can see any reason for a child of two or three being given crayons and writing, or for a picture book to be scribbled with, and illustrating the point with some typical toddlers' graffiti. The answer is likely to be that it might keep the child quiet.

Future parents who see no connection between scribbling, drawing and writing are not likely to associate looking at picture books with learning to read, let alone playing with water with concepts of spatial relationships. Schools which offer subjects like social studies or human relations should not find it difficult to fit education for parenthood into their timetables. The aim should not be to produce a potential parent fluent in Malinowski's socio-linguistic theory. The best method involves anecdote, role playing, discussion and practical activities, with the eventual formulation of a few principles of child rearing.

As an example we can take the crucial question of language development. One could start by telling the class about the so-called "wolf-child" (this is too macabre to fall to the lot of most parents) and describing its limited grunts. This leads to a discussion about why wolf-children and deaf children find it hard to talk. The usual conclusion is that children learn to talk only if talked to enough.

"Enough" refers here to quantity. Qualitative criteria are best examined through role playing. Someone can take the part of the parent—there will be all too many volunteers—and others play the parts of parents, answering questions, giving instructions, etc. This is tape-recorded and later criticized. Tapes of real parent-child interaction can also be used.

To conclude the topic, children should formulate their own list of "rules for talking to children".

For example: talk to them as much as you can; answer their questions and always try to give reasons; do not speak in too childish a way; get them to talk to you. This might seem simplistic if not to say banal to the socio-linguist, but even if partially followed by a parent it could result in much improved opportunities for the child. Other topics to be included in the course might be as follows: playing and toys; learning to read and write; using books; discipline and control; exploration and visits; helping with schoolwork. The course could culminate in a handbook or project file, which could possibly be used in later life. More realistically only a few recollections might remain.

However, if beneficial modifications of child rearing patterns did occur, this would affect the child from birth and for 24 hours a day. This is something which a programme of outside intervention, aimed at the child rather than the parent, can never hope to achieve.

A. M. Evans teaches English at Malmesbury Upper School, Wiltshire.

Language scheme

Mark Masidlover

Language skills have become the focus of attention at all levels in education. At ESN(S) schools there is a particular need for emphasis on this area of the curriculum, as most of the pupils have problems in acquiring normal language. This is one of the reasons for the increasing use of language programmes such as Peabody and Distar at these schools.

Both were designed for mildly retarded or deprived children, and although they can be adapted effectively for some ESN(S) children, others seem to require a different approach. The younger and less

able children may understand a small proportion of the sentences used in the early lessons of a programme. There are children who for some physical or emotional reason do not speak.

To meet these and other difficulties a scheme was developed, aimed at the abilities and problems of ESN(S) children. It sets out touch sufficient rules of language to allow a child to cope with the daily situations and the linguistic demands of the programmes at home.

It consists of methods of teaching a wide range of basic sentence forms, appropriate equipment (pictures, etc), assessment tests and booklets to record progress. Printed descriptions of language visits which are sent to parents.

The language content of studies of child language. The approach is strictly pragmatic, methods of teaching are individual or discarded depending on their success with the children. The sequence of teaching derived from more development is not rigidly applied, but adapted according to the needs and abilities of the child.

There are a variety of methods of teaching the language structure. This provides additional flexibility, allowing the teacher to cater for different levels of intelligence and individual interests. There are, however, methods and sequences of teaching which work well with most children. These are taught as a standard route with variations as made when necessary.

The Derbysire Language Scheme (DLS) is a workable teaching programme evolved in an ESN(S) school at minimum cost and with no major changes in school routine. It was developed by a teacher of ESN(S) children (Mrs W. Knowles) who has been using it at Parkwood School, Alfreton, for the past two and a half years, and reports improvements in the language of all the children, though it is difficult to assess to what extent the progress is a result of teaching or simply due to maturation.

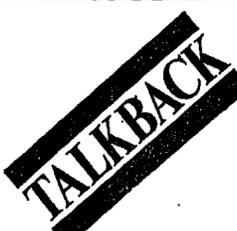
There are indications that the DLS is having a marked influence on language development. Many parents have commented on the change in their child's language with the weeks of their inclusion. Some of these children were before "language stimulation" before their transfer to Parkwood and other schools, home teachers, etc. It seems likely that it is the particular approach used rather than the change in language stimulation. Most children make steady progress in language, although some have periods when no change is apparent. However, the only children who have regressed during holidays are those whose parents do not operate with the scheme but provide similar activities at home.

There are several whose progress in language is so rapid and so obviously related to the content of the DLS that it seems likely to suggest a cause and effect relationship. One such young girl appeared to learn her rules of language from the scheme. Up to recently she did not seem to be able to abstract these from the language she heard every day.

The scheme has coped with speaking children by providing a large collection of activities. These permit the child to indicate understanding of a language structure by a non-verbal response, such as pointing or carrying out an action. Activities cover many different types of sentences and are highly practical according to their level of complexity. This allows the teacher to assess fairly precisely a child's language comprehension, and to introduce to alleviate any apparent impediments.

The DLS has sufficient flexibility to deal with the problems of non-pupils at the school. Generally, children who have reached the appropriate levels can participate in either Peabody or Distar. The scheme has to a large extent fulfilled its original aims. A further extension is planned, to provide for those children who with their outgrown the original linguistic objectives.

Mark Masidlover is a psychologist in the Derbysire Educational Psychology Service.



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Headships

NEWLYAM (London Borough of) WOLVERHAMPTON JUNIOR SCHOOL Applications invited for the post of HEAD OF SCHOOL (Group 1) at Wolverhampton Junior School, Wolverhampton. Closing date: 15th February 1977.

Primary Education

BERKSHIRE COUNTY COUNCIL Applications invited for the post of HEAD OF SCHOOL (Group 1) at Reading Junior School, Reading. Closing date: 15th February 1977.

Headships

BERKSHIRE COUNTY COUNCIL Applications invited for the post of HEAD OF SCHOOL (Group 1) at Reading Junior School, Reading. Closing date: 15th February 1977.

Other Appointments

WARRINGER (London Borough of) Applications invited for the post of HEAD OF SCHOOL (Group 1) at Warringier Junior School, Warringier. Closing date: 15th February 1977.

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Handwritten text in a vertical box on the left margin.

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Applications are invited for the following

HEADSHIP

tenable from 1st September 1977

WADDON INFANTS SCHOOL
Purley Way, Croydon, Surrey

Salary: Head Teacher Scale Group 4 and a London Allowance of £297 is payable together with a special allowance of £312. The Social Priority Allowance applies at the present time, but may be subject to any variation made by the Burnham Committee.

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Closing date: Friday 18th February, 1977.

PRIMARY HEADSHIPS continued

LICESTERSHIRE

HEADSHIP

WADDON INFANTS SCHOOL
Purley Way, Croydon, Surrey

Applications are invited for the following

HEADSHIP

tenable from 1st September 1977

WADDON INFANTS SCHOOL
Purley Way, Croydon, Surrey

Salary: Head Teacher Scale Group 4 and a London Allowance of £297 is payable together with a special allowance of £312. The Social Priority Allowance applies at the present time, but may be subject to any variation made by the Burnham Committee.

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Application forms and further details from the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Closing date: Friday 18th February, 1977.

The London Borough of Redbridge is a pleasant residential area in North-East London with easy access to the West End and the Essex coast. Help will be given in finding accommodation with legal fees for house purchase, removal and resettlement expenses where appropriate. Outer London Allowance payable.

Applications are invited from suitably qualified and experienced teachers for the following post which will be vacant in April, 1977.

Deputy Headship

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

Redbridge
London Borough

PRIMARY HEADSHIPS continued

SOUTH YORKSHIRE

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

EAST SUSSEX

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

SHROPSHIRE

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

Headship

Applications are invited for the headship of this school which will become vacant from September, 1977, owing to the retirement of the present headmistress, Burnham Group 4, Roll 205.

Applicants should hold the Catholic Teachers Religious Certificate and must be practising Catholics.

Application forms are obtainable from and returnable to the Rev. Correspondent, c/o the school. Closing date for return of completed application forms February 25, 1977.

MANCHESTER

HEADSHIP

Applications are invited for the headship of this school which will become vacant from September, 1977, owing to the retirement of the present headmistress, Burnham Group 4, Roll 205.

Applicants should hold the Catholic Teachers Religious Certificate and must be practising Catholics.

Application forms are obtainable from and returnable to the Rev. Correspondent, c/o the school. Closing date for return of completed application forms February 25, 1977.

HAMPSHIRE

Shirley Warren First School

HEAD TEACHER-GROUP 3

Required for September 1977

S.A.E. for details and application forms to The Area Education Officer, Southampton Area Education Office, Arundel Towers North, Portland Terrace, Southampton SO8 4XE. Closing date 21 February.

Burnham Copse County Infant School

NEWCHURCH ROAD, TADLEY NR. BASINGSTOKE

HEAD TEACHER-GROUP 4

Required 1 September, 1977

S.A.E. for full details and application form to Area Education Officer, Sun Alliance House, 41 Wole Street, Basingstoke. Closing date 23 February.

DEPUTY HEADSHIPS

Senior Masters/Mistresses

Rowledge C.E. (Controlled) First School
School Road, Rowledge, Farnham Surrey

HEAD TEACHER-GROUP 4

Required for September 1977

Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, 3, Southam St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18 February.

WEEKE COUNTY INFANTS SCHOOL
Stony Lane, Weeke, Winchester

HEAD TEACHER-GROUP 4

Required for September 1977

Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, 3, Southam St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18 February.

LEICESTERSHIRE

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

WILTSHIRE

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

County of Cleveland

PRIMARY SCHOOLS

HEADSHIPS

CUSTOM HOUSE INFANT SCHOOL
Freemasons Road, London E16 2NA
Roll 130, plus 40 part-time Nursery Places
Required as soon as possible

HEADTEACHER

GROUP 3

Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Plus SOCIAL PRIORITY ALLOWANCE £201-OR £276

Application forms may be obtained from the undersigned and should be returned by February 18th, 1977.

J. S. WILKIE, M.A., Ph.D.
Director of Education,
Education Offices, Broadway,
Stratford E15 4BH.

Education Department

Headteachers

Workshop Abbey C. of E. (Controlled) Junior School

Memorial Avenue, Workop, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 445 Salary Group: 8

Vacancy to be filled Summer Term, 1977, or as soon as possible thereafter.

Croft Primary School

Station Road, Sulfon in Ashfield, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 280 Salary Group: 5

Vacant: Summer Term, 1977, to be filled as soon as possible thereafter.

Brinkhill Junior School

Greencroft, Clifton Estate, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 250 Salary Group: 6

Vacant: Summer Term, 1977, to be filled as soon as possible thereafter.

Application forms and further details for all posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing Date: 18th February, 1977.

Rowledge C.E. (Controlled) First School
School Road, Rowledge, Farnham Surrey

HEAD TEACHER-GROUP 4

Required for September 1977

Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, 3, Southam St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18 February.

WEEKE COUNTY INFANTS SCHOOL
Stony Lane, Weeke, Winchester

HEAD TEACHER-GROUP 4

Required for September 1977

Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, 3, Southam St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18 February.

Silchester C.E. (Aided) Primary School
Silchester, Nr. Reading, Berks.

HEAD TEACHER-GROUP 4

Required 1 September, 1977

S.A.E. to Area Education Officer, Sun Alliance House, 41 Wole Street, Basingstoke. Closing date 16 February.

Locks Heath County Junior School
Walspole Road, Gosport (S.A.E. please).

HEAD TEACHER-GROUP 5

Details and application form from Area Education Officer.

Northern Parade First School
Portsmouth PO5 8JD.

HEAD TEACHER-GROUP 6

Required from September 1977

Application form and details from the Area Education Officer, 17/18 Western Parade, Portsmouth PO5 8JD. Closing date 28 February.

Hythe County Primary School
Hythe, Nr. Southampton SO4 6BL

HEAD TEACHER-GROUP 6

Required for September 1977

Full details and application forms obtainable from the Area Education Officer, Cannon Street, Lymington Hampshire. Closing date 18 February.

DEPUTY HEADSHIPS

Senior Masters/Mistresses

Rowledge C.E. (Controlled) First School
School Road, Rowledge, Farnham Surrey

HEAD TEACHER-GROUP 4

Required for September 1977

Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, 3, Southam St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18 February.

WEEKE COUNTY INFANTS SCHOOL
Stony Lane, Weeke, Winchester

HEAD TEACHER-GROUP 4

Required for September 1977

Application forms and further particulars are obtainable from The Area Education Officer, Southgate House, 3, Southam St., Winchester (a foolscap s.a.e. would be appreciated) to whom they should be returned by 18 February.

LEICESTERSHIRE

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

WILTSHIRE

DEPUTY HEADSHIP

Roding Infants' School, Roding Lane, Woodford Bridge, No. on Roll 138. Group 4

Application forms and returnable to Chief Education Officer, Education Office, 25/27 High Road, Ilford, Essex IG1 1NN, by 11th February, 1977.

County of Cleveland

PRIMARY SCHOOLS

HEADSHIPS

CUSTOM HOUSE INFANT SCHOOL
Freemasons Road, London E16 2NA
Roll 130, plus 40 part-time Nursery Places
Required as soon as possible

HEADTEACHER

GROUP 3

Plus LONDON ALLOWANCE £402
Plus ANNUAL SUPPLEMENT £312
Plus SOCIAL PRIORITY ALLOWANCE £201-OR £276

Application forms may be obtained from the undersigned and should be returned by February 18th, 1977.

J. S. WILKIE, M.A., Ph.D.
Director of Education,
Education Offices, Broadway,
Stratford E15 4BH.

Education Department

Headteachers

Workshop Abbey C. of E. (Controlled) Junior School

Memorial Avenue, Workop, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 445 Salary Group: 8

Vacancy to be filled Summer Term, 1977, or as soon as possible thereafter.

Croft Primary School

Station Road, Sulfon in Ashfield, Nottinghamshire

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 280 Salary Group: 5

Vacant: Summer Term, 1977, to be filled as soon as possible thereafter.

Brinkhill Junior School

Greencroft, Clifton Estate, Nottingham

Qualified teachers are invited to apply for appointment as Headteacher of the above school.

Number on roll: 250 Salary Group: 6

Vacant: Summer Term, 1977, to be filled as soon as possible thereafter.

Application forms and further details for all posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.

Closing Date: 18th February, 1977.

Rowledge C.E. (Controlled) First School
School Road, Rowledge, Farnham Surrey

HEAD TEACHER-GROUP 4

Required for September 1977

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Required for September 1977

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Silchester C.E. (Aided) Primary School
Silchester, Nr. Reading, Berks.

HEAD TEACHER-GROUP 4

Required 1 September, 1977

S.A.E. to Area Education Officer, Sun Alliance House, 41 Wole Street, Basingstoke. Closing date 16 February.

Locks Heath County Junior School
Walspole Road, Gosport (S.A.E. please).

HEAD TEACHER-GROUP 5

Details and application form from Area Education Officer.

Northern Parade First School
Portsmouth PO5 8JD.

HEAD TEACHER-GROUP 6

Required from September 1977

Application form and details from the Area Education Officer, 17/18 Western Parade, Portsmouth PO5 8JD. Closing date 28 February.

Hythe County Primary School
Hythe, Nr. Southampton SO4 6BL

HEAD TEACHER-GROUP 6

Required for September 1977

Full details and application forms obtainable from the Area Education Officer, Cannon Street, Lymington Hampshire. Closing date 18 February.

DEPUTY HEADSHIPS

Senior Masters/Mistresses

Rowledge C.E. (Controlled) First School
School Road, Rowledge, Farnham Surrey

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Required for September 1977

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LEICESTERSHIRE

DEPUTY HEADSHIP

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WILTSHIRE

DEPUTY HEADSHIP

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HEADTEACHER

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School Road, Rowledge, Farnham Surrey

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WILTSHIRE

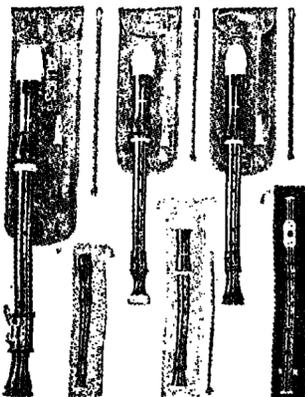
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Advertisement for 'JASON AND THE GOLDEN FLEECE' at Central Hall, Westminster, S.W.1, Wednesday, March 9th 1977 at 7.30 p.m. with Roy Hudd as the Centaur.

SACRED AND SECULAR

Christopher Dearnley reviews vocal music

The great quantity of vocal music presented for review indicates that music publishing is a flourishing industry. Experience of failed attempts to obtain music has proved its worth and usefulness often suggests otherwise.

Yet an enterprising music director, backed by generous funds, could have a field day selecting from recent publications of vocal music. Whether in sheet or volume format there is music for all demands of classroom and choral groups.

In the sphere of sacred music the standard is set by the RSCM's Festival Service Book 8—The City. Described as "a meditation in words and music", this comprehensive collection is truly encyclopaedic in outlook and content.

On a different plane is a selection of 60 "up-to-date hymns and religious songs for primary schools"—Sing it in the morning (Nelson, £2.25 full music, 35p words only).

Spirituals Reborn skillfully presents 35 examples of this popular form of sacred folk music (Cambridge University Press, £3.75 chor-

phen Oliver, each about 8-10 minutes (Novello, £1.35). Cinderella in Salerno: an opera for schools based on Rossini's La Cenerentola by William Beaumont and Raymond Walker, 85 minutes (Novello, £1.70). Bang: an original opera "for young people" by David Grant and John Rutter, 60 minutes (Oxford University Press, £4.75).

Choral directors could make up sheet music, from which these are just a few examples. The King's Daughter (SA and piano)—a simple and moving song by Havelock Nelson (Lengnick, 16p). Of a Feather (five songs for high and low voices with piano) by Ernst Bacon (Novello, 60p). A spotless rose (SA unaccompanied) by Philip Lee (Banks, York, 7p). Do-Prep (SATB unaccompanied) — Pachelbel arranged by Ward Gardner in imitative vein (Banks, 8p).

From Robertson Publications of Wendover, Bucks comes a two parts and piano—The Ransom Tree—simple and effective (10p), three parts unaccompanied—They crucified my Lord—spiritual arrangement (10p); for unaccompanied SATB—Frog went a courtin'—light-hearted arrangement with the voice parts lying in a comfortable range for school choirs (14p). Also two useful anthems for SATB and organ: Oh, what sorrow—an extract from Stabat Mater—by the eighteenth-century Spanish composer d'Asurgos (15p); Behold I make all things new—a new anthem by Bernard Rose, expertly written and rewarding to sing (15p).

INDIVIDUAL INITIATIVES

By Robin Maconie



Lindsay Peck with members of the Friary Folk Group, Five Cousins Group and pupils of St Anthony's School, Clevedon, composers and performers of the LP "Reality Under Dream".

Let us now praise individual initiatives. The Rev Norman Warren has written an operetta, to words by Elspeth Stephenson, for his young parishioners at Leamington Spa. Not only that, he has been bold enough to publish it, and at a price (60p) that puts the established publishing business to shame.

Mr Warren's flock should be proud to have a vicar whose sense of vocation extends to the composition of such a charming rural morality; the publication of Mary Jones, however, is an act of faith in community culture that deserves all our admiration.

The story is set in late eighteenth-century Wales, and tells, with classic unsophistication, of a young girl's determination to learn to read, and her efforts to save up to buy a Bible. There are no gimmicks, no technical dreamboats. Words and music both express a

totally disarming, unadorned conviction. Scored for piano, it would sound especially effective. Imagine, played on an old-fashioned harmonium with acoustic guitar giving some rhythm support, and there are places as well where tin whistle and simple tambour could be added with advantage. Some care in choosing instruments is always advisable in amateur productions, since much of the music's character may be lost or neutralized if only a piano is used.

Nowadays, when schools generally have a large reserve of simple instruments, it should be possible to vary the standard accompaniment, and the music of Mary Jones should be well within the reach of some young players.

But this is not to say that the piece is only suitable for amateurs, in the sense of requiring only enthusiasm and not much skill. Simple music is as difficult to perform with justice as complicated music; the care taken by a composer such as Mr Warren, and the courage shown in having committed Mary Jones to print, deserve a similar measure of care and imagination in performance.

I would like to think that the piece would attract serious attention from local radio or television. Enterprise of this kind not only deserves encouragement: on such occasions as this, and on the seriousness with which we treat them, our local cultural livelihood is judged. What is worth doing is worth doing well.

Music printing is an expensive

business, and one important factor, no doubt, in the low publication cost of Mary Jones is that the music is reproduced in clear manuscript. It is worth noting, then, that scores can be printed and published on local initiative at much less cost than an established publisher could manage. Local productions can, therefore, be highly competitive publishing propositions, in today's economic situation; the story of the three talents is not only a tale for the well-off.

My other success story comes from Clevedon, in Avon. Lindsay Peck, a young music teacher, taught a group of 10 to 13-year-olds the guitar. "They worked with enthusiasm for six months", she writes, "but having mastered the guitar to their own satisfaction, the inevitable boredom began to emerge."

"It was thought that the composition and creation of a long playing record could provide the stimulus needed for continued interest; it was also hoped to raise money for charity by sales. Therefore, the children were asked to compose thoughtful songs as an Easter holiday activity. When then recommended in the middle of May, each child played and sang her creation into a tape machine. The music was ever written down, the eight most interesting songs were finally selected for inclusion on the record."

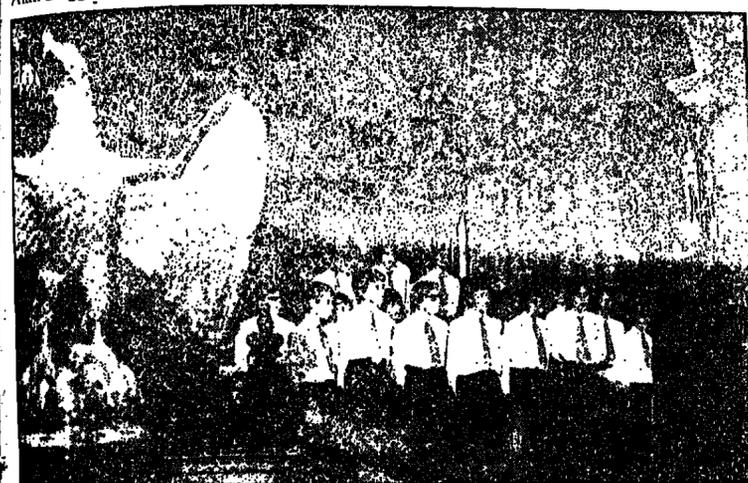
There is no doubt the venture has succeeded. At a total cost of about £600 for 500 pressings, which cost might have been less, says Miss Peck, had they had more experience, it might appear beyond the reach of most local music clubs. But the real value of the exercise lies not in whether or not this goal can be recouped, but in the songs those children have been able to produce, and the precedent that comparatively modest expenditure has set.

None of the songs was written down. Having been thought out, they were recorded, and on the basis of the first recordings, they were worked on and improved. Many of the songs, notably those by Miss Peck herself, have a country-western feel, with lyrics tending to a rather abstracted mysticism. Those written by the children tend to be much more concrete: "I'm just a boy, my name is Peter, I live in a barn, barn traveller/With a knapsack on my back/And all I've got is my doggie/And he's a mongrel—"

A possible drawback of the record is that it is not as varied as it could be. The songs are mostly in the key of G major, and the tempo is mostly in the range of 120-140 beats per minute. This is a pity, as the children are clearly capable of more variety in their compositions.

FROM JASON AND JOSEPH TO BYRD AND BRITTEN

Alan Doggett, director of the London Boy Singers talks to Hilary Finch



The London Boy Singers rehearsing in Norwich Cathedral with Alan Doggett.

It all began in 1961. Benjamin Britten decided that he would like a boys' choir to sing at the Aldeburgh Festival. In 1962 he asked John Andrews, director of the Finchley Children's Music Group, if he could help.

In June that year boys of eight to 12 at local school, were invited to audition for the Finchley Boys' Choir. And in September, about 12 turned up. In December, they were a concert at the Grosvenor Chapel, with Peter Pears and Imogen Holst—who hit on a name for them, "The London Boy Singers", and the name stuck.

Now there are 60 boys, aged from nine to 19. Their headquarters is St Paulinus Church, Kensington; they have sung in Jesus Christ Superstar and they have sung to the Pope; they have travelled all over Britain and to Holland, Germany, Denmark, Italy and France; they sing hymns about the Blessed Virgin and songs about Barbapappa.

Alan Doggett became associate director in 1971, and director in February 1974—"the most important thing I've ever done in my life". He started to learn his first musical instrument, the organ, when he was 18. It was not until he was 28 that he had his first job in music.

He has had less active musical experience than many of his boys. Therefore, he has a shrewd sense of what it is that choirs and their audiences want and need, and what

When Alan took over as director, the choir had tremendous tuning problems—something to be expected when they were always singing unaccompanied. So he had the idea of getting groups of instruments to play with them now and again; in the past year or two they have sung with the London Youth Brass Consort, the Joyce Consort of Winds, and they have performed Britten's folksong arrangements for voice and guitar with William Waters.

Their repertoire is continually broadening—and always with a view to what the boys enjoy most, from Duruy to Superstar from Mozart to Joseph and his Technicolor Dreamcoat. Alan Doggett is gently amused by the fact that boys will join the LBS because they do not want to sing in church choir—and then so many of them admit they enjoy Latin church music best of all. "They sing 'Ave Regina' on the bus", he told me. "... Interesting what they do sing in the bus actually..."

And, over the acute business man and his own PWD, Alan Doggett always seems to know when to start and when to stop. It is as important to get on with the mayor and the town council to hold the odd charity concert, as it is to get on with the parents. And, if there is insufficient rehearsal time, then he will turn down work.

There are no formal auditions; a boy wishing to join goes to the training choir session on Saturday morning. As the choir has no per-

his singers expect of him and of themselves. Above all, he seems to know just what to do to fulfil these needs, to realize the ideas he talks about so expertly.

The London Boy Singers draws its members from all types of social background and school; a circular letter is sent once a year to all primary schools in London. Boys from public schools in Porters Har may be singing with boys from East End comprehensive schools, Christians with Muslims; the breadth of repertoire and the entirely independent nature of the choir make it unique in this respect.

"I think a choir is like a vineyard", says Alan Doggett. "Each produces its own sound, and though one may say the same thing to the LBS as to cathedral choristers, the sound will be different." He adds: "Ours is the modified playground voice."

"Each work is never allowed to get in the way of school work—rehearsals are held at weekends and in the holidays. Alan Doggett sees the choir's discipline and intensive rehearsals, its opportunities for professional performance and its travel abroad as a valuable contribution to the type of musical education provided in schools.

Moreover, unlike many sports and other school activities, singing is something in which a boy can compete equally with adults; and a professional orchestra have absolutely equal status—and are judged by the same standards.

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There are no formal auditions; a boy wishing to join goes to the training choir session on Saturday morning. As the choir has no per-

manent base and is continually required to sing in unfamiliar surroundings, a boy's reactions to a strange setting and to being with others is well and truly tested out.

After any time from three months to a year, as vacancies occur in the concert choir, he may be asked to move up—and he will be tutored in line sessions (three courses work at the same time in different places) and then, after tea, will take part in the final practice. The boys' voices are trained throughout their range so that they move down the choir's lines rather than step singing when their voices break.

In addition to the weekly rehearsal there are three holiday courses a year—and then, of course, the travel abroad—a social and musical experience which must be unique for almost all members of the choir. Some local authorities will help with grants (the choir is now a registered LEA youth organization). Funds are also raised by bazaars, sponsored walks, and a small annual subscription—no boy is ever barred from going abroad for financial reasons. Paradoxically, it is becoming increasingly easy to go abroad than it is to tour in Britain. Plans for a tour of the United States in 1978 are further advanced than plans for a West country tour in 1977.

On March 9, in Westminster Central Hall, the choir will be taking part in Alan Doggett's pop extravaganza Jason and the Golden

Fleece. He began to be involved in pop cantatas (like Joseph) while teaching at St Paul's Junior school, in order "to involve lots of people". Children from all LEA schools have been invited to take part in Jason and are being auditioned for parts in the chorus, as argonauts, harpies, goddesses, kings—and Roy Hudd is to be the centaur.

A work that (à la Orff) is based on simple ostinati, and can be used in a classroom with minimum resources, is being expanded into a massive pageant-cum-opera, with different schools doing different scenes. "Borlton, on the cheap", says Alan Doggett.

From Jason and Joseph to Byrd and Britten, everything the LBS sing is from memory, in whatever language and from whatever period—and always with their characteristic "continental" sound, with a remarkable sense of showmanship and with confidence and musicality. It seems superfluous at this stage even to mention words like discipline and dedication.

At their Christmas concert, half the boys had a stomach bug they had caught in France, but bravely sang on, green-faced, until, one after the other, they crept off the stage rather like the players in Haydn's Farewell Symphony. The next day their director was in bed with the flu. I remembered something he once said to me: "We're a cooperative. I expect as much of myself as of the boys."



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Pupils of Felix Cobson at Stewards Comprehensive School, Harlow, performing Ghanaian dances in the school art room.

MAKING MUSIC MULTIRACIAL

By Peta Levi

In the past Britain has successfully absorbed and been enriched by its immigrants; but Danes, Normans, Flemings, Huguenots and Jews all had a European culture. During the past 20 years Britain has received a large number of immigrants from diverse ethnic and linguistic backgrounds.

According to the Community Relations Commission there has not been much movement out of cities by the ethnic minorities; but as Jack Dobie of the Community College of Arts, says: "Although in rural areas like Devon and Cornwall there are a negligible number of ethnic minority pupils, school leavers have to go away to towns in other parts of the country for work, and then they make their first contact with people from many different cultures. So it is essential that all our pupils should be 'educated towards' living in a multi-racial society."

Without understanding our new neighbours' cultural backgrounds one cannot foster the aspects to stimulate and benefit our country and create an integrated society.

Logically, changes in teachers' attitudes and methods should originate at colleges of higher education; in practice they develop in the classroom. Some teachers often working in isolation are using very different methods, are involving pupils of different cultures and musical aptitudes, awakening their abilities to listen and assess and to experience satisfaction from practising skills on equal terms.

When two years ago Ghanaian-born Felix Cobson asked his pupils at Stewards Comprehensive School, Harlow, what they knew about African music, the replies did not extend beyond 'Tutu' and 'shouting'; but now his pupils' interest in his creative music lessons has led to his teaching traditional Ghanaian drumming and dancing, albeit during lunch hours and after school.

This year two pupils are doing projects on African music for their CSE music examination, and Cobson has built up a team of predominantly white drummers and dancers, who sing in Ga, make their own costumes and have even been invited to teach York University students and to participate in a London rock concert with the African group, Oshana.

Cobson studied at St Martin's College of Art before taking a diploma and taught for 10 years before becoming director of teaching at Stewards Comprehensive. He works with pupils on linked projects; recently they drew and designed puppets in the art department, made the puppets and clothed them in the craft department and created dances for them in the music department.

He had the idea of using his own Ghanaian drums (his hobby is the study of traditional African music) to stimulate pupils' interest in making their own music. By the third year a group of 30 mixed ability 13-year-olds (only two of whom could read music) had mastered the easy technique of using their hands to make open and muted sounds on the drums (which are different shapes, sizes and timbres) and had learnt Cobson's simple box notation system, so that they were able to write their own music on the blackboard, play it (some better than others) and judge who got it right.

A videotape (which should soon be available on loan from the DSE) was made with a group of 14-year-olds (including remedials) at the end of their year with Cobson. In it the pupils' music, movement and costume is combined with language and history in a piece of music/ drama in which everyone participates. He uses the repeated process of stimulating the imagination with a visual picture, in this instance a horse race; this prompts pupils to experiment for sounds and movements, the most appropriate being selected, practised and built up to a performance.

Unlike steel band drums, Ghanaian drums are not hard to tune and are now being manufactured in Britain. (Awa-Ko African Drums, 44a Fitzroy Road, London, N.W.1.)

Another teacher who used her ingenuity, this time to cope with a 'breast' as described in Rachel Scott's book *A Weaving Man is Nicer than Gae, Misa*, (David and Charles 95p), faced with Indian and Pakistani children who had come straight from Punjab villages to a West Riding manufacturing town, constant demands were made on her mind to deal with the sudden distress of a devout young Roman Catholic who, overhearing a remark while the class were building a Christmas crib, realized that his friends worshipped God in ways different to his own.

"Angels had an ear for music... he made up his mind that come what may these heretics should not disgrace him as the carol concert. The fact that Asians are insensitive to the tones and rhythms of western music was a fact he could never understand. 'They're complaining as his comrades drowned their way through the morning hymns the bagpipes clogged with grime. As self-appointed messiahs, he drooped his reluctant chin. ... His piece de resistance was *Come all ye faithful*. He do pronounced it 'pateful'! Called in to help with the words, I realised for the first time that the hymns carol heistled with difficulties, not only linguistic but theological. What I wondered, would Class 4 make a 'begotten' not created? How would good Muslims react to 'now is flesh appearing? And how, how should we negotiate the 'We sing, we sing?'

This pliancy—the lack of resources for teachers—the lack of resources material from other cultures, was the inevitable result that was to unite sons and ideas to their own backgrounds could be made to feel these must be unimportant, as they do not seem to exist.

Publications are starting to appear, such as A. A. Opoku's *Feasts of Ghana* (written to The State Publishing Corporation, Ghana), *Ancient Chinese Tunes* by Laurence Picken and Kenneth Pook (OUP £1.50), *Folk Songs of Trinidad and Tobago* by Waikie and Walters (Boosey and Hawkes £1.65), *Books of Jamaican Folk Songs* by Olive Lewin, such as *Brown Girl in the Ring* (OUP 40p), *30 Negro Spirituals* by Sebastian Brown (OUP, two books, 50p each) for secondary pupils, and *Ears and Eyes* by J. P. Dobbe (OUP, two books, 48p each), a collection of international songs and dances.

This article may encourage teachers to think about their own own backgrounds and with the help of music advisers to discuss their own with others. Prompt heads to Rachel Scott's book *A Weaving Man is Nicer than Gae, Misa*, (David and Charles 95p), and consider a more flexible, and suggest that community relations officers might make more use of immigrant talent.

James Cummings, at the Crofton by inviting Susan Golvira to teach Indian dance in answer to a crisis—years ago when their expedition from Uganda had left the Angles unsettled. Golvira, many non-Asian pupils in her class at Lonsdale Comprehensive School, Crofton. She also had a group of 40, including primary school children, at Crofton Adult Education Centre. This class was set up for financial reasons.

Lastly, I hope some of the recommendations made in Naseem Khan's report *The Arts Britain Report* (May, 1976, Community Relations Commission) will be adopted. It will give our society sorely needed enrichment.

A STATE OF INEQUALITY

The present system of musical instrument teaching in schools favours the few at the expense of the many. By Paul Farmer

Amid the experiments and changes in music education it is strange that the glaring inconsistency created by musical instrument teaching in schools should continue.

An essential feature of the present system is a very low teacher-pupil ratio, as low as 1:1 in some cases as opposed to a national average which last year was 1:17. If a school employs several instrument teachers, each of whom works for a few hours a week, their total teaching time can equal that of a full-time teacher. My argument is that in order for there to be instrumental teaching in schools, given a fixed teacher-pupil ratio, the size of ordinary full music classes may have to be increased.

For example, in a six form entry school, if music is compulsory for year 1 and 2 but optional up to A level, there may be 35 music lessons a week. An average class size of 28 with one full-time music teacher could produce an average music class size of about 23, assuming smaller teaching groups for O and A level classes.

In the same school there might easily be violin, guitar and piano teachers, each visiting the school for half a day a week, and perhaps a brass teacher working one whole day. If the size of teaching groups varies from one to four pupils, the total would produce an average class size of between two and three pupils.

This arbitrary but familiar example shows that the size of full music classes in schools may be up to 10 times that of instrumental groups. It is easy to see what a difference would be made to the size of full classes by using the instrumental teachers with them.

If the total departmental staff allowance were constant, and the instrumental teachers' time were allocated to class teaching, the new average size of full classes would be about 15. It is clear from this example that in order to run instrumental teaching in schools a small minority of pupils will have a much greater amount of staff time spent on them at the significant expense of the many.

If a standard class size or ratio is assumed for all subjects in the secondary school, then variations from this must be justified. The withdrawal of pupils for remedial work in small groups, is a standard method of dealing with those who have difficulties with English or maths. It may be justified as 'positive discrimination'. Smaller classes may usually be found in the sixth form as, rightly or not, more attention is given to the older or more advanced students.

Minority subjects in schools are sometimes given favourable treatment in being able to set up new courses. Here the minimum number of pupils required for a course to start may be reduced at first. Practical and technical subjects have also come to be taught in smaller groups, sometimes for reasons of safety. The criteria for smaller classes and the arguments used to justify the cases above may be disputed, but, except for the remedial example, remedial classes are not used for the majority in any one year group.

Nevertheless, the present system of teaching instruments in schools certainly produces arguably worthwhile results. Many local authorities have flourishing musical activities which involve large numbers of players combined into youth orchestras, bands and other groups. This is the positive side to the unfamiliarity of instrumental teaching in schools. What is wrong is that

this opportunity is only available to a small number, while the vast majority of pupils suffer comparatively large classes, and much less attention.

In the earlier example classes are over 50 per cent larger as a result of instrumental teaching. The choice is clearly: do we want the majority of pupils to 'mum' for a few to achieve more? This question can only be answered by looking at the total good of such a proposal, and of its alternatives.

But even if this need of preferential treatment for a few could be justified in terms of the total good, there is still a massive problem of selection. It must also be asked why this problem does not arise with other subjects. Why would dare, for example, to select talented or even supposedly deserving children for individual or small group work in art, on the same grounds that the quality of the work produced would justify the necessarily poorer conditions of the many?

But if the present system of instrumental teaching cannot be justified, an alternative must be adopted; either the teaching time for instrumental subjects should be shared out among everyone, making smaller classes smaller, or it should be used for the extraction of small groups in rotation, so that all pupils can benefit from small group work.

There are sociological factors under which the present system seem even worse. Music as an art has a history and tradition closely bound up with social class, and as a school subject it has not failed to assimilate itself with a particular kind of culture. I do not propose to go into this aspect of the subject here, but though it would be difficult to prove the assertion that

otherwise dull lives. The importance of this must be placed against the proportion of such pupils at receiving tuition, which as I already suggested is comparatively low. Even so, the social background of the child should not be a reason for selecting him or her to learn an instrument in the place; the same children would doubt benefit from preferential treatment in other subjects, but except in the remedial cases mentioned earlier.

There is also the question of where our future instrumentalists will come from. There is already considerable wastage under the present system: the vast majority of pupils receiving tuition do not become professional musicians; let alone accomplished amateurs; in fact many give up playing at an early stage thus wasting everyone's time.

The tiny number of those learning in schools who later become musicians could easily be taught at local centres out of alternative funds; though, like artists, poets and musicians of the past, they would probably emerge without the state's help. It is unlikely that the present system of instrumental teaching in schools will change as radically as I am suggesting. If it does it will mean huge organisational and curricular changes for music departments; but perhaps this is the key to significantly improving not only the practical response to the subject, but also the whole attitude of teachers and pupils to music teaching in schools.

Paul Farmer is head of music at Holm Park School, London. He is expressing personal views in this article.

THE RIGHT TIME

If a Scottish Assembly is to be launched in 1978, what better year to launch a SNYO, asks Colin MacLean

A Scottish National Youth Orchestra may be formed in 1978. There may, too, be a Scottish Assembly in the same year, and there are striking similarities in the style and scope of the arguments about both possibilities—arguments related to established local and regional loyalties as well as to ambitions that are international and supranational.

If an SNYO comes into existence in 1978 its initial purpose will be to take part, perhaps as host orchestra, in the 1978 International Festival of Youth Orchestras at Aberdeen. In the few years since this international event, made Aberdeen its main venue, the Scottish representation has been unremarkable. It is partly because the IYVO organisers have not tried particularly hard until recently to find young Scottish music talent. But there have been full-scale reasons too.

While excellent full-scale orchestras drawn from young Scottish instrumentalists have given performances in Scotland in recent years, none has claimed an all-Scottish identity. As in other matters, West and East have not worked together in a venture of this kind.

The most all-embracing Scottish musical body capable of serving such a purpose has been the Scottish Amateur Music Association, which operates on a day-to-day basis in recent years its activities have been largely confined to a weekly summer school at Aberdeen, particularly for pupils about to enter colleges of music or university music departments. Also in the summer has formed a national youth brass band, a national youth wind band, and a national youth string orchestra, each with its full share of course leading to a performance.

The association's most recent achievements have been a summer school and a national youth dipping school.

For the Scottish Certificate of Education, starting in 1979, an option in O grade music. In the past decade education authorities have recruited piping instructors to teach school pupils, but with the present economic cuts this innovation is under threat. Indeed, in most

terms of established practice. Both the amateur and the professional musical world have been flourishing in Scotland as never before: the advances have been breathtaking—Scottish National Orchestra, Scottish Opera, Scottish Chamber Orchestra, Scottish Baroque Ensemble, and so on, to say nothing of all the broadcast music.

However, between the amateur and the professional (in more than one sense) the music teachers often have strongly divided loyalties and objectives: for instance, to what extent is their success to be judged by the numbers they feed into professional instrumental playing, or to the audiences for instrumentalists? A committee has just been formed to consider, not the long-term formation of an SNYO, but the ad hoc setting up of an SNYO that might play Aberdeen in August 1978, and the IYVO. The hope is that from this experience some useful lessons will be learnt about the potential of a long-term annual arrangement, possibly with more than one week per year devoted to making a work together. Lessons have already been learnt and useful experience gained from the joint exercise last year between the National Youth Brass Band of Scotland and the National Youth Orchestra of Scotland who together

gave a most successful concert in the summer series of Glasgow Promenade Concerts.

As for timing, it is argued that just when cuts and still more cuts are threatened is the time when there is greatest need to make the Scottish public aware of—and therefore jealous in guarding—its now high standards. If a Scottish Assembly is to be launched in 1978 what better year to launch an SNYO? And anyway Scotland already has some of those oil companies who have big education trust funds. Like all, the money is there somewhere: it just has to be found. The exercise needs skill—and a great deal of will.

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READING WITH MUSIC

By Margareta Hartfree

"Music has a beneficial effect on mind and body. It stimulates the metabolism and muscular energy, accelerates breathing, affects the pulse rate and blood pressure, it enlarges consciousness and increases motivation. Music can be the means of intellectual and emotional growth, and learning, which is significant and joyful."

I had read it all during a one-year music course, and also conducted an investigation, which indicated that music, especially rhythm, can help children to remember words and phrases.

Here I was, back in the classroom with 33 mixed infants, aged about five years, some of whom had not yet been given their first reading book, and curious to find out if it is possible to teach reading more successfully with music than without.

"m" is a good letter to start with, big and easily recognized as "mummy's letter." With two rooms and a chimney to the left, I drew it as a pictograph in the top corner of a big sheet of paper, put a cooker in the room to the left, a bed in the other room, and Mummy by the door, holding the baby, waving goodbye to the Dad, mate, friend or whoever would fit the role of departing cohabitant in the children's imaginations.

In the opposite top corner I put a frame, ready for a picture of Mary or Michael, and underneath I wrote in large letters:
My mummy says "no",
My mummy says "maybe",
My mummy says "yes".

I told the story of Mummy, who lived in a house with two rooms. We drew the shape of it "in the air", first going "down the chimney" and talking care not to leave any "cracks in the walls" between the rooms.

I told the children of the hot day, when the children asked for ice cream, and Mummy said "No, not yet", how they later asked again and had a slightly more hopeful answer, and how at last, at tea-time—ice cream!

I then surprised the children by singing the lines, while gliding my finger under the words, and tapping the rhythm after each line. The children soon joined in the rhythmic tapping, and then the singing.

We looked for Mummy's letter in the text and "tapped" them as we sang the words slowly, eyes closed: mummy, mummy and mummy.

We sang mummy, and the children could feel the "motors" vibrating inside by putting their

hands round their throats. They had some fun finding out where the sound comes out, and stopping it by pinching their noses. We painted an enormous "m" and furnished it with cut-out pictures. Michael offered to draw a self-portrait for the frame, and when I wrote his name under it we noticed that capital M looks like two mountain tops. Simon announced that he had Mummy's letter inside his name, and so had Tim, at the end.

Next day we sang the Mummy song again, looking at the words on the children remembered the words well. Perhaps the tapped rhythms at the end of the lines had served as subconscious repetitions. Had I not read somewhere that it is easier to remember what is sung than said?

Jenny offered to sing Mummy's part: "no", "maybe" and "yes". We divided into three groups to clap the rhythms after the three lines. We tried "echo" singing; I sang a line at a time, the children repeated each one. It seemed as if

the in-sound helped the children to hear the notes "inside their heads" and sing reasonably in tune.

And so we sang our way through the songs, about sand in sandwiches by the sea, comforting Nanny offering nuts, flapping and Edgington Flong, and kippers, kept in kipperboxes. We walked like dumpy, dumpy dinosaurs and splashed in puddles like bad Bobby. (Many of the songs could be dramatized and used for Music and Movement.)

Comments and reactions varied. "This one is brilliant" from Simon made me feel it was all worth while writing a new song. I made colour-coded cards, upon which were the words of the songs, and the children sorted them into lines and songs, and read or sang them to one another.

The songs on the walls were useful for spelling reference. "Ready? Oh, yes, in the bedtime song." "Birthday? Find it in Yvonne's song." I used the songs for "missing words" cards and sentence making. Deborah found that the "sleepy song" was easy to play on the xylophone and recorder.

Now, at the end of the year, it is hard to assess the influence music has had on the children's reading development, but it seems to have helped especially the slow readers. The children, who came up from the reception class last September without the comfort of a reading book, are now at the end of the year enjoying their fifth book.

The clear pronunciation, which is necessary for singing, has improved both the children's speech and spelling. The children have learnt to notice the sequences of letters during the short sessions of studying the songs, and the many repetitions in the text have helped memorization.

The words of the songs have consolidated and widened the vocabulary of the reading scheme. The disciplines of melody, tempo and rhythm have, I think, sharpened the children's listening power and self-control. All, perhaps most important of all, the enjoyment and inspiration of singing, rhythm-tapping and movement has given the important incentive to learn—it is fun to do, and therefore successful.

Margareta Hartfree teaches at Christ Church Infant School, New Malden, Surrey.

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INVOLVING THE PRIVATE TEACHER

By Eta Cohen

Standards in musical education in schools have developed a great deal in this country in the past 40 years. Authorities acknowledge its value to society and its importance in improving the quality of life for everyone.

Participation in active music making helps to channel the energies of youth and besides being a possible antidote to vandalism and violence, it provides the means for filling leisure time with one of the most rewarding and stimulating hobbies. Enjoyment in playing and also in listening can extend right through to old age and at this time of life can provide great solace.

All in all, the case for examining methods of improving musical knowledge and progress is vital and it is important that the best ways of organising instrumental teaching are reached as economically as possible.

Formerly, music was given only a small place on the timetable and included mainly class singing and theory and possibly some time on musical appreciation. Much more attention is now given to the teaching of orchestral instruments culminating in the formation of many youth orchestras.

It has been argued that every child has musical potential—but it is important to kindle interest in the early stages, nurture and maintain the first delight in musical activity and then steer the child through all stages of childhood and adolescence. There is no valid reason why a large percentage of all children should not become musically proficient in playing some instrument, with great benefit ultimately to both the child and the state.

There are admirable schemes for studying instruments in schools. The teaching is usually in groups, the emphasis is more on orchestras, but instruments than piano, which is often taught privately. In many towns talented children are given the opportunity to have individual lessons at a music or junior music school for a minimal fee.

So far so good, but there is still tremendous scope for lifting standards higher and enlarging the intake. I feel strongly that the authorities do not use to the fullest extent the power of the private teacher—a powerful force, which, at a small extra cost could contribute so much if given the right backing.

Obviously it would be important to use only teachers who could demonstrate experience and dedication to achieve results of the highest standard. Although many do not have a qualification on paper, they are usually specialists in the performance of the instrument which

they teach, and if well established, can provide a comfortable studio and adequate equipment—a good piano, records, tape recorder, music books etc. Not all schools can provide this.

What is more important, they can give individual attention and tuition over a long period, which is not interrupted by a change of school and they can give lessons of adequate length, suitable to the needs of each pupil.

The private teacher also has quite a long involvement with parents who usually, in the case of young children, bring them to the lessons and supervise the practising. This puts the relationship on a very personal level which is conducive to greater progress.

Besides this, the teacher is personally responsible for the child's achievements. She has her reputation to consider and as she has no salary, she will usually have to make a personal effort to see that her pupils' progress compares favourably with that of other teachers.

The provision of music centres, junior music schools and similar institutions can always provide a substitute for such individual tuition, although facilities that can be invaluable.

It seems reasonable to expect that local authorities should give awards for children to study with private teachers in their own studios so that the teachers could maintain their freedom and independence. At the same time, pupils should be allowed to join in with any other activities of a music centre (orchestra, chamber music, choir etc.)

The cost of small subsidies are minimal when compared to the salaries of full-time staff or the expenses of bringing part-time teachers long distances to the centres. Pupils could have the best of both worlds and teachers would have greater financial security. There would be a real feeling of cooperation between the teachers and the authorities, to the mutual benefit of all.

The next step would then be to encourage cooperation between private teachers and the local schools. There is a growing feeling that instrumental and vocal proficiency should be rewarded. A music expert is just as important as a knowledge of science or languages. Once this fact is universally recognized the whole climate of opinion among teachers and parents would change radically.

Head teachers would become more aware of the value of good instrumental teaching for their pupils and would be more sympathetic about allowing children to attend lessons at a teacher's own studio, during

school time. Better still, instrumental work would be geared to the school timetable and arrangements made for a child to practise at school or have homework time allowed for practising. There seems no reason why children who wish to specialise in music should not be specially streamed and music given the same status as other subjects.

The problems of the outstandingly talented children have been partly solved by the formation of special residential music schools, but these are totally committed to a musical career at an early age—a small minority.

In addition, they are expensive to maintain, so can only admit children of those parents who have the money to pay themselves or the backing of a local or national authority.

In the latter case, an administrator would have to decide whether to spend money on one potentially talented child or the same amount on at least ten others who might be able to receive training which is as good locally, assuming there is a reputable private teacher in the area and the aforementioned cooperation between advisers and head teachers.

It is important to realize that many children who are admitted to special music schools have been initially well taught by private teachers, otherwise their talent might not have been recognized. If the outstanding are to give special privileges then all young children should be given the same chance to prove their ability.

Alternatively, there is a case for those who wish to keep their options open without committing themselves to a musical career too soon and enjoy a broader educational outlook and more varied social contacts, while living at home and attending a local school but still specializing in musical performance. This is where the good private teacher can be such an asset.

I would hope that if music advisers were able to unite with private teachers there could only be benefit to all. What could be more exciting than the prospect of ever increasing numbers of young people being involved in making music at all levels?

ETA COHEN is warden of the private teachers section of the Incorporated Society of Musicians.

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SECONDARY English continued

KALING

London through... Head of English Section... Applications invited...

EAST SUSSEX

Chichester... Head of English Section... Applications invited...

HERTFORDSHIRE

County Council... Head of English Section... Applications invited...

HERTFORDSHIRE

County Council... Head of English Section... Applications invited...

HERTFORDSHIRE

County Council... Head of English Section... Applications invited...

STEVENS

County Council... Head of English Section... Applications invited...

HOUSLOW

County Council... Head of English Section... Applications invited...

KENT

County Council... Head of English Section... Applications invited...

KINGSTON upon Thames

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

SANDWELL

County Council... Head of English Section... Applications invited...

SHROPSHIRE

County Council... Head of English Section... Applications invited...

Other Posts on Scale 2 and above

AVON COUNTY

County Council... Head of English Section... Applications invited...

CHANNEL ISLANDS

Jersey... Head of English Section... Applications invited...

DERBYSHIRE

County Council... Head of English Section... Applications invited...

DURHAM

County Council... Head of English Section... Applications invited...

ISLE OF MAN

County Council... Head of English Section... Applications invited...

KENT

County Council... Head of English Section... Applications invited...

KINGSTON upon Thames

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

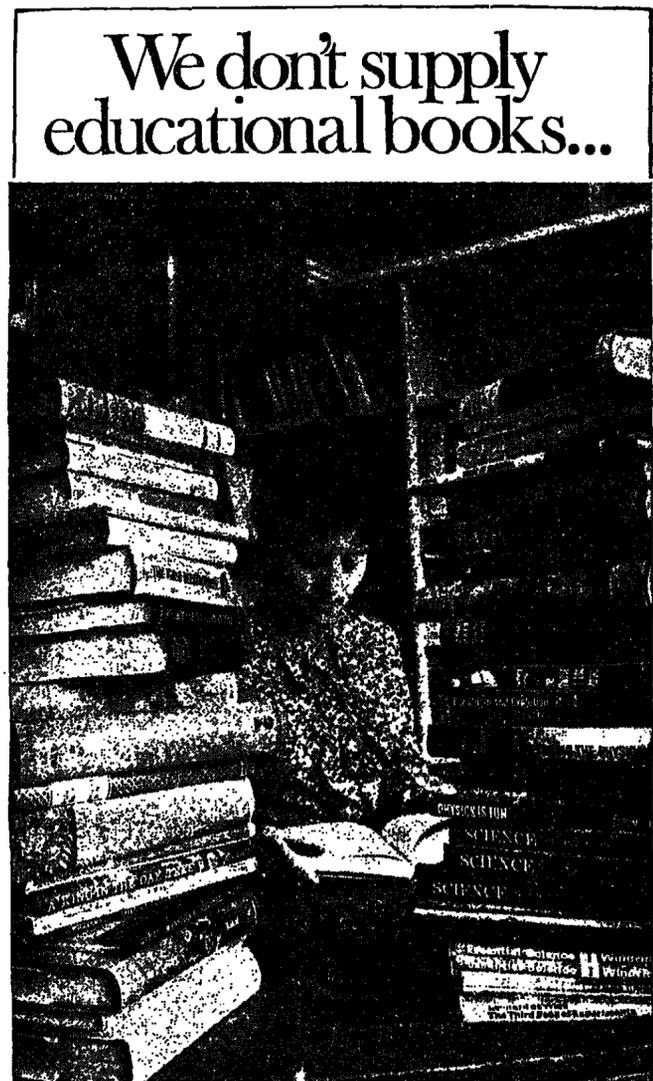
County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...

LEICESTERSHIRE

County Council... Head of English Section... Applications invited...



We don't supply educational books... but we do sell them

A lot of teachers rely on The Times Educational Supplement to bring them the latest information on the many new titles published each year.

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THE TIMES Educational Supplement

*Primary and Secondary Education, L. Harris, 1973.

SECONDARY English continued

NORTHAMPTONSHIRE

County Council... Head of English Section... Applications invited...

SUNDERLAND

County Council... Head of English Section... Applications invited...

SURREY

County Council... Head of English Section... Applications invited...

Scale 1 Posts

REDFORDSHIRE

County Council... Head of English Section... Applications invited...

BERKSHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

SECONDARY English continued

NORTHAMPTONSHIRE

County Council... Head of English Section... Applications invited...

SUNDERLAND

County Council... Head of English Section... Applications invited...

SURREY

County Council... Head of English Section... Applications invited...

Scale 1 Posts

REDFORDSHIRE

County Council... Head of English Section... Applications invited...

BERKSHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

SECONDARY English continued

NORTHAMPTONSHIRE

County Council... Head of English Section... Applications invited...

SUNDERLAND

County Council... Head of English Section... Applications invited...

SURREY

County Council... Head of English Section... Applications invited...

Scale 1 Posts

REDFORDSHIRE

County Council... Head of English Section... Applications invited...

BERKSHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

SECONDARY English continued

NORTHAMPTONSHIRE

County Council... Head of English Section... Applications invited...

SUNDERLAND

County Council... Head of English Section... Applications invited...

SURREY

County Council... Head of English Section... Applications invited...

Scale 1 Posts

REDFORDSHIRE

County Council... Head of English Section... Applications invited...

BERKSHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

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CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

SECONDARY English continued

NORTHAMPTONSHIRE

County Council... Head of English Section... Applications invited...

SUNDERLAND

County Council... Head of English Section... Applications invited...

SURREY

County Council... Head of English Section... Applications invited...

Scale 1 Posts

REDFORDSHIRE

County Council... Head of English Section... Applications invited...

BERKSHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

SECONDARY English continued

NORTHAMPTONSHIRE

County Council... Head of English Section... Applications invited...

SUNDERLAND

County Council... Head of English Section... Applications invited...

SURREY

County Council... Head of English Section... Applications invited...

Scale 1 Posts

REDFORDSHIRE

County Council... Head of English Section... Applications invited...

BERKSHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

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County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

CHESHIRE

County Council... Head of English Section... Applications invited...

SECONDARY Religious Education continued

Scale 1 Posts

DEFOURSHIRE EDUCATION OFFICE... THE ST. JOHN'S SCHOOL... Applications for posts in the following schools...

NORTHAMPTONSHIRE EDUCATION OFFICE

Scale 1 Posts... Applications for posts in the following schools...

Rural Studies

Other Posts on Scale 2 and above

DONCASTER EDUCATION COMMITTEE

THORNE GRAMMAR SCHOOL

NORTHAMPTONSHIRE EDUCATION OFFICE

Scale 1 Posts

Scale 2 and above

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 1 Posts

SHROPSHIRE EDUCATION OFFICE... Applications for posts in the following schools...

Scale 2 and above

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

AVON COUNTY EDUCATION OFFICE

Scale 1 Posts... Applications for posts in the following schools...

Scale 2 and above

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

DORSET EDUCATION OFFICE

Scale 1 Posts... Applications for posts in the following schools...

Scale 2 and above

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

ISLE OF MAN EDUCATION OFFICE

Scale 1 Posts... Applications for posts in the following schools...

Scale 2 and above

Scale 3 Posts

Scale 4 Posts

Scale 5 Posts

Scale 6 Posts

Scale 7 Posts

Scale 8 Posts

Scale 9 Posts

Scale 10 Posts

Scale 11 Posts

Scale 12 Posts

Scale 13 Posts

Scale 14 Posts

Scale 15 Posts

Scale 16 Posts

Scale 17 Posts

Scale 18 Posts

Scale 19 Posts

Scale 20 Posts

Scale 21 Posts

Scale 22 Posts

Scale 23 Posts

Scale 24 Posts

Scale 25 Posts

Scale 26 Posts

Scale 27 Posts

Scale 28 Posts

Scale 29 Posts

Scale 30 Posts

Lancashire County Council

CLOSING DATE 14th FEBRUARY 1977... Applications for posts in the following schools...

Primary and Special Schools

Secondary Schools

Primary Schools

Headships

Special Education

Secondary Schools

Headships

Deputy Headships

Head of Department

Scale 2 Posts & Above

Scale 1 Posts

Scale 2 Posts & Above

Scale 1 Posts

Scale 2 Posts & Above

Scale 1 Posts

Scale 2 Posts & Above

Scale 1 Posts

Scale 2 Posts & Above

Scale 1 Posts

Scale 2 Posts & Above

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Scale 1 Posts

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Scale 1 Posts

Scale 2 Posts & Above

Scale 1 Posts

DUMFRIES AND GALLOWAY REGIONAL COUNCIL

Applications for posts in the following schools...

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

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TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

LEEDS EDUCATION OFFICE

Applications for posts in the following schools...

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

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TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

TEACHER OF ART

TEACHER OF HOME ECONOMICS

TEACHER OF ENGLISH

SUFFOLK COUNTY COUNCIL SOUTHERN AREA

Applications are invited from suitably qualified and experienced teachers for the following posts in comprehensive High Schools in the Southern Area of Suffolk...

CHANNY HIGH SCHOOL (11-18 mixed; roll 1,527)

Headmaster: J. P. Croxby... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

COPELSTON HIGH SCHOOL (11-18 mixed; roll 1,604)

Headmistress: Miss M. Beeson... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

EAST BERGHOLT HIGH SCHOOL (11-18 mixed; roll 517)

Headmaster: J. P. Croxby... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

HOLBROOK HIGH SCHOOL (11-16 mixed; roll 325)

Headmistress: Miss K. Groom... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

NORTHGATE HIGH SCHOOL (11-18 mixed; roll 1,982)

Headmaster: D. W. Ockell... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

STOKE HIGH SCHOOL (11-16 mixed; roll 1,100)

Headmaster: H. Cadwallader... Applications for posts in Science, Scale 4, and Modern Languages, Commerce, Remedial Work, Art, Music and Resources.

Year Tutors, Scale 3

Year Tutors are required each to take responsibility for the welfare, progress and discipline of one year of the school...

THURLESTON HIGH SCHOOL (11-16 mixed; roll 798)

Headmaster: P. Granville... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

Senior Teachers

Three posts: Pastoral, Administration, Curricula.

Westbourne High School (11-18 mixed; roll 1,345)

Headmaster: W. Horsfield... Applications for posts in Science, Scale 3, and Biology/Chemistry, Scale 3.

Head of Science, Scale 4

Head of Commerce (Business Studies), Scale 3

Year Tutor (Sixth Year), Scale 3

Co-ordinator of Scientific, Mathematical and Business Studies - Senior Teacher

Co-ordinator of Social, Integrated and Related Studies - Senior Teacher

Head of Science, Scale 4

Head of Careers, Scale 3

City of Manchester Education Committee

Unless otherwise stated all posts are available from April 1977... Applications for posts in various schools...

Headships

Applications for posts in Brookway High School, Chorleywood High School, and Chorleywood High School for Boys.

Head of Department

Applications for posts in Chorleywood High School for Boys.

Scale 1 Posts

Applications for posts in Chorleywood High School for Boys.

SECONDARY continued

Other Posts on Scale 2 and above

REDFORDSHIRE EDUCATION COMMITTEE... Scale 2 and above... Applications to be submitted to the Headmaster...

BIRMINGHAM COMPREHENSIVE

Walsall Metropolitan Borough Education Committee... Applications to be submitted to the Head Teachers...

DERBYSHIRE

MANFIELD COMPREHENSIVE SCHOOL... Applications to be submitted to the Headmaster...

DONCASTER

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DORSET

GRADUATE TEACHER... Applications to be submitted to the Headmaster...

lea INNER LONDON EDUCATION AUTHORITY Specialist Vacancies for Secondary Teachers... COMMERCIAL (Office Skills) DESIGN AND TECHNOLOGY FRENCH HOME ECONOMICS NEEDLEWORK

EAST SUSSEX

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

HUMBERSIDE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

NOTTINGHAMSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

MACADAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

NOTTINGHAMSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BURRY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DORSET

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BROMLEY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

CHANNEL ISLANDS

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

Scale 1 Posts

AVON COUNTY... Applications to be submitted to the Headmaster...

BIRMINGHAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

MACADAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

NOTTINGHAMSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BURRY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DORSET

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BROMLEY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

CHANNEL ISLANDS

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

CHESHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DEVON

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BIRMINGHAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

MACADAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

NOTTINGHAMSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BURRY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DORSET

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BROMLEY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

CHANNEL ISLANDS

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

LEICESTERSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DEVON

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BIRMINGHAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

MACADAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

NOTTINGHAMSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BURRY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DORSET

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BROMLEY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

CHANNEL ISLANDS

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

LEICESTERSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DEVON

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BIRMINGHAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

MACADAM

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

NOTTINGHAMSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BURRY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

DORSET

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BROMLEY

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

CHANNEL ISLANDS

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

LONDON, S.E.5

MARY DAUGHTON GIRLS' SCHOOL... Applications to be submitted to the Headmaster...

NEWCASTLE UPON TYNE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

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WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

County of Cleveland

SECONDARY SCHOOLS... Applications to be submitted to the Headmaster...

11-18 SCHOOL

Scale 1—SCIENCE... Applications to be submitted to the Headmaster...

11-16 SCHOOL

Scale 1—FRENCH... Applications to be submitted to the Headmaster...

Walsall Metropolitan Borough

Education Committee... Applications to be submitted to the Head Teachers...

MIDDLE SCHOOLS

Blackwood Middle School... Applications to be submitted to the Headmaster...

WIRRAL

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WIRRAL

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WIRRAL

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WIRRAL

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

COUNTY OF

Scale 2 Posts and Above... Applications to be submitted to the Headmaster...

11-18 SCHOOL

Scale 1—SCIENCE... Applications to be submitted to the Headmaster...

11-16 SCHOOL

Scale 1—FRENCH... Applications to be submitted to the Headmaster...

SMALL HEATH SCHOOL

Centre (formerly Bordesley Community School)... Applications to be submitted to the Headmaster...

WEST SUSSEX

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

COUNTY SECONDARY SCHOOLS

Scale 2 Posts and Above... Applications to be submitted to the Headmaster...

11-18 SCHOOL

Scale 1—SCIENCE... Applications to be submitted to the Headmaster...

11-16 SCHOOL

Scale 1—FRENCH... Applications to be submitted to the Headmaster...

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WILTSHIRE

EDUCATION COMMITTEE... Applications to be submitted to the Headmaster...

BIRMINGHAM

CITY COUNCIL... Applications to be submitted to the Headmaster...

BIRMINGHAM

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BIRMINGHAM

CITY COUNCIL... Applications to be submitted to the Headmaster...

BIRMINGHAM

CITY COUNCIL... Applications to be submitted to the Headmaster...

Somerset Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated: Application forms and details (a.s.c. 1000) from the Heads at the schools. Please quote reference A/2 on correspondence.

COMPREHENSIVE CAMBERLEY, COLLINGWOOD COUNTY SECONDARY ENGLISH... WOKING—NEW 12-18 (to open September 1977) HOME ECONOMICS (COOKERY) NEEDLECRAFT... SCALE 1 POSTS

TUTOR IN SPECIAL EDUCATION (Temporary post)

Applications are invited for the temporary post of Tutor in Special Education for the academic year 1977-78 to be responsible for a special one-year course for Nigerian teachers and College lecturers leading to an Advanced Certificate in the Education of Children with Special Needs.

Candidates should have appropriate qualifications in special education, preferably with experience of more than one form of handicap.

Secondment may be negotiated. Salary in the range £4,807-£7,087.

Further particulars obtainable from the Secretary to whom application forms should be returned by 21st February.

CAMBRIDGE INSTITUTE OF EDUCATION

THORNTON SCHOOL, KILMARNOCK, SCOTLAND

ART & CRAFT TEACHER

Scale 1 + Maladjusted Allowance

Required in April at this Residential Special School for 45 maladjusted boys and girls of secondary age. The person appointed should be a qualified experienced teacher able to encourage children with communication difficulties in a range of art work. Large well equipped workshops. Single accommodation available.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Apply The Principal, Tel. Kilmarnock 27227.



MEADOWS SCHOOL, SOUTHBOURGH, KENT

TEACHER Burnham Scale 1

Plus £312 p.a. Supplement, plus Special Schools Allowance. Plus E.D.A. where appropriate.

Required at this residential special school for 45 maladjusted/ESN(M) boys aged 10-16. The person appointed will take charge of P.E. throughout the school. The ability to work closely with care staff is essential and experience with difficult teenage boys or in a residential setting would be an advantage. Single or married accommodation may be available.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to Divisional Children's Officer, London Division, Tanners Lane, Barking, Essex, Tel. 01-551 0011.



ARE YOU... A SPECIAL TEACHER DESIRING A POSITION IN...

A RESIDENTIAL SPECIAL SCHOOL JOINING A DEDICATED TEAM...

OF VERY SPECIAL STAFF?

Due to expansion, we will be appointing two (2) teachers: one at Easter and one in September to work with emotionally disturbed boys and girls (7-13).

• Burnham Scale 1. • Special schools allowance. • Extra duty allowance of £320 per annum for 15 hours weekly.

Applications for these non-residential positions should be made by letter to include qualifications, experience and three (3) references to: Director, Witherslack Hall Schools, Cedar House, Kirkby, Lonsdale, Cumbria.

SPECIAL EDUCATION Scale 1 Posts continued

COVENTRY (City of) HAWKESBURY HILLUS SENIOR SCHOOL. Headmaster: Mr. R. G. ...

EALING (London Borough of) EDUCATION SERVICE: ARTHUR MANOR RECEPTION CENTRE. Headmaster: Mr. R. G. ...

GLoucestershire CLYVE HILLS ADOLESCENT UNIT. Headmaster: Mr. R. G. ...

Hampshire TIDWORTH CASTLEDOWN. Headmaster: Mr. R. G. ...

Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

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Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

SUFFOLK COUNTY COUNCIL

Headmaster: Mr. R. G. ...

Surrey METROPOLITAN BOROUGH. Headmaster: Mr. R. G. ...

Tameside BANKSIDE TITRIAL CENTRE. Headmaster: Mr. R. G. ...

Hampshire TIDWORTH CASTLEDOWN. Headmaster: Mr. R. G. ...

Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

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Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

Hampshire WIMBORNE COLLEGE. Headmaster: Mr. R. G. ...

Independent Schools

Headships BERKSHIRE WYLANDS SCHOOL. Headmaster: Mr. R. G. ...

London SE26 HYVINGHAM HIGH SCHOOL. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

Suffolk SUFFOLK COLLEGE. Headmaster: Mr. R. G. ...

Surrey SURREY HEART SCHOOL. Headmaster: Mr. R. G. ...

Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

Hampshire

Headships HAMPSHIRE HAWKESBURY HILLUS SENIOR SCHOOL. Headmaster: Mr. R. G. ...

London SE26 HYVINGHAM HIGH SCHOOL. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

Suffolk SUFFOLK COLLEGE. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

INDEPENDENT

London SE21 7LD. Headmaster: Mr. R. G. ...

London SE26 HYVINGHAM HIGH SCHOOL. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

Suffolk SUFFOLK COLLEGE. Headmaster: Mr. R. G. ...

Surrey SURREY HEART SCHOOL. Headmaster: Mr. R. G. ...

Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

WARWICKSHIRE

Headships WARWICKSHIRE. Headmaster: Mr. R. G. ...

London SE21 7LD. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

Suffolk SUFFOLK COLLEGE. Headmaster: Mr. R. G. ...

Surrey SURREY HEART SCHOOL. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

West Sussex

Headships WEST SUSSEX. Headmaster: Mr. R. G. ...

London SE21 7LD. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

Suffolk SUFFOLK COLLEGE. Headmaster: Mr. R. G. ...

Surrey SURREY HEART SCHOOL. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

History

Headships HISTORY. Headmaster: Mr. R. G. ...

London SE21 7LD. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

Suffolk SUFFOLK COLLEGE. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

Other Assistants

Headships OTHER ASSISTANTS. Headmaster: Mr. R. G. ...

London SE21 7LD. Headmaster: Mr. R. G. ...

Loughborough LOUGHBOROUGH DIRECT GRAMMAR SCHOOL. Headmaster: Mr. R. G. ...

Worcestershire WYVERN HILLS COLLEGE. Headmaster: Mr. R. G. ...

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Waltham Forest WALTHAM FOREST SCHOOL. Headmaster: Mr. R. G. ...

YOUTH AND COMMUNITY SERVICE continued

WEST SUSSEX EDUCATION AREA

Applications for the following posts are invited...

Training Officer required by the Education Authority...

Overseas Appointments

FRANCE

Head of Section Lycée International...

GERMANY

Head of Section Lycée International...

NETHERLANDS

Head of Section Lycée International...

SPAIN

Head of Section Lycée International...

SWEDEN

Head of Section Lycée International...

UNITED KINGDOM

Head of Section Lycée International...

UNITED STATES OF AMERICA

Head of Section Lycée International...

WEST INDIES

Head of Section Lycée International...

YOUTH AND COMMUNITY SERVICE

Applications for the following posts are invited...

YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates...

YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates...

THE INTERNATIONAL COUNCIL OF TEACHERS

Applications for the following posts are invited...

IRAN

Applications for the following posts are invited...

JAPAN

Applications for the following posts are invited...

NETHERLANDS

Applications for the following posts are invited...

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UNITED WORLD COLLEGE

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SPAIN

Applications for the following posts are invited...

The British Council

invites applications for the following post:

2 Assistant Primary Teachers (Jordan)

International Community School, Amman

Administration

Local Education Authority

UNIVERSITY OF PETROLEUM & MINERALS

DHAHRAN, SAUDI ARABIA

TESL POSITIONS

Qualifications: M.A. TESL/Applied Linguistics

BERMUDA

SALTUS GRAMMAR SCHOOL

An independent grammar school for boys...

ENGLISH TEACHERS

You can earn over £15,000 TAX-FREE in the next two years

THE ENGLISH INSTITUTE

Nicosia, Cyprus

HEAD of the ENGLISH DEPARTMENT

To be responsible for all aspects of English Language teaching...

TEACHERS OF ENGLISH as a FOREIGN LANGUAGE

To teach up to 20 hours per week and to co-operate with the Head of Department...

BRITISH AIRCRAFT CORPORATION

Applications, giving detailed curriculum vitae, enclosing recent photograph...

YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates...

YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates...

YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates...

YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates...

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MISCELLANEOUS
Appointments
continued

WIMBORNE
WIMBORNE
WIMBORNE

COVENTRY
MAGNETIC MEMORY
COVENTRY

GLASGOW
SCOTLAND
GLASGOW

GLASGOW
SCOTLAND
GLASGOW

BURY
BURY
BURY

WARWICKSHIRE
WARWICKSHIRE
WARWICKSHIRE

WINCHESTER
WINCHESTER
WINCHESTER

YOUTH LEADER
YOUTH LEADER
YOUTH LEADER

Outdoor Education
Outdoor Education
Outdoor Education

KENT
KENT
KENT

ROSS-ON-WYE
ROSS-ON-WYE
ROSS-ON-WYE

LAKE DISTRICT
LAKE DISTRICT
LAKE DISTRICT

LOTHIAN
LOTHIAN
LOTHIAN

WINCHESTER
WINCHESTER
WINCHESTER

YOUTH LEADER
YOUTH LEADER
YOUTH LEADER

Outdoor Education
Outdoor Education
Outdoor Education

KENT
KENT
KENT

ROSS-ON-WYE
ROSS-ON-WYE
ROSS-ON-WYE

LAKE DISTRICT
LAKE DISTRICT
LAKE DISTRICT

VACANT POSITIONS
VACANT POSITIONS
VACANT POSITIONS

VACATION WORK
VACATION WORK
VACATION WORK

LONDON
LONDON
LONDON

LEICESTERSHIRE
LEICESTERSHIRE
LEICESTERSHIRE

LONDON
LONDON
LONDON

POTTERY SUMMER SCHOOL
POTTERY SUMMER SCHOOL
POTTERY SUMMER SCHOOL

PNU
PNU
PNU

LEICESTERSHIRE
LEICESTERSHIRE
LEICESTERSHIRE

LONDON
LONDON
LONDON

POTTERY SUMMER SCHOOL
POTTERY SUMMER SCHOOL
POTTERY SUMMER SCHOOL

PNU
PNU
PNU

FRANCE
FRANCE
FRANCE

ISRAEL
ISRAEL
ISRAEL

ENGLISH LANGUAGE
ENGLISH LANGUAGE
ENGLISH LANGUAGE

PERSONAL
PERSONAL
PERSONAL

ANNOUNCEMENTS
ANNOUNCEMENTS
ANNOUNCEMENTS

AGENCY REQUIRES
AGENCY REQUIRES
AGENCY REQUIRES

A MORTGAGE THIS MONTH
A MORTGAGE THIS MONTH
A MORTGAGE THIS MONTH

A PRIVATE ADVANCE
A PRIVATE ADVANCE
A PRIVATE ADVANCE

EMIGRATE WITH
EMIGRATE WITH
EMIGRATE WITH

FOR LOANS AND MORTGAGES
FOR LOANS AND MORTGAGES
FOR LOANS AND MORTGAGES

HOME PURCHASE ADVICE
HOME PURCHASE ADVICE
HOME PURCHASE ADVICE

IMMEDIATE ADVANCES
IMMEDIATE ADVANCES
IMMEDIATE ADVANCES

REGIONAL TRUST LTD.
REGIONAL TRUST LTD.
REGIONAL TRUST LTD.

IF YOU WANT TO MAKE MONEY BY WRITING
IF YOU WANT TO MAKE MONEY BY WRITING
IF YOU WANT TO MAKE MONEY BY WRITING

100 PER CENT MORTGAGES
100 PER CENT MORTGAGES
100 PER CENT MORTGAGES

PERSONAL LOANS
PERSONAL LOANS
PERSONAL LOANS

PRIVATE PHYSICS TUITION
PRIVATE PHYSICS TUITION
PRIVATE PHYSICS TUITION

SALARIED PERSONS
SALARIED PERSONS
SALARIED PERSONS

TEACHERS
TEACHERS
TEACHERS

TEENAGERS NEED HOMES TOO
TEENAGERS NEED HOMES TOO
TEENAGERS NEED HOMES TOO

UP TO 35 PER CENT DISCOUNT
UP TO 35 PER CENT DISCOUNT
UP TO 35 PER CENT DISCOUNT

PERSONAL
PERSONAL
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ANNOUNCEMENTS
ANNOUNCEMENTS
ANNOUNCEMENTS

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TEACHERS

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TEENAGERS NEED HOMES TOO
TEENAGERS NEED HOMES TOO

UP TO 35 PER CENT DISCOUNT
UP TO 35 PER CENT DISCOUNT
UP TO 35 PER CENT DISCOUNT

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A PRIVATE ADVANCE
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EMIGRATE WITH
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FOR LOANS AND MORTGAGES
FOR LOANS AND MORTGAGES
FOR LOANS AND MORTGAGES

HOME PURCHASE ADVICE
HOME PURCHASE ADVICE
HOME PURCHASE ADVICE

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IMMEDIATE ADVANCES
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TEENAGERS NEED HOMES TOO
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FOR LOANS AND MORTGAGES
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Beware, this is art

Michael Clarke on an exhibition of Soviet art

Unofficial Art from the Soviet Union. Institute of Contemporary Arts until February 27.

"The law permits me to write; it only asks that I write in a style other than my own! I am allowed to show the face of my mind, but, first, I must give it a prescribed expression! Where is the man of honour who would not turn crimson at this imposition, who would not prefer to hide his head under his toga? At least the toga hints that it may conceal the head of a Jupiter underneath"; thus wrote Karl Marx on the Prussian censors in 1842. The Soviet State does not agree. Socialist Realism, dogmatically followed since 1934, is the only official art. No other exists officially. The events of 1974 made it impossible not to recognize, however, that an unofficial art, much more widespread than even the most optimistic supporter had dared to hope, not only did exist but was on show in Moscow.

Soviet Artists he has no legal right to work in his profession, but to be strictly to Socialist Realism. Any artist choosing to deviate even slightly from this prescribed expression must do so strictly in private and without support. Private sales of work are illegal. Under Stalin, Russian artists were steadily denied access to the country's holdings of international modern art and cut off from any current activities in the west. Only under Khrushchev was a peep permitted through the iron curtain. Between 1959 and 1962 there were a series of exhibitions in Moscow and Leningrad of west and east European art but perhaps the most significant event for the artists on show at the ICA was the Sixth World Festival of Youth and Students which permitted contacts both national and international, and gained supporters outside the Soviet Union. Khrushchev subsequently denounced this new manifestation but too late—an unofficial art had been created. Many people react dismissively to the ICA show, admitting the artists' courage while they reject the works as little better than Bayswater Road on Sundays. Why they will not do is recognize the distance which separates the Soviet context from our own: we are surrounded by individualist, even esoteric art, they must resist being engulfed in total conformity; we have had almost complete access to the modern movement, they have been almost excluded from it. How can we judge appropriately? Marx ended his article by quoting Voltaire: "Tous les genres sont bons excepté le genre ennuyeux." If there are no Jupiters to be found at the ICA there is little that is boring. Let us heed one of the newspaper headlines in Oscar Rabin's "Still-Life with Fish and Právda", "Beware, this is Art."



Still life with fish and Pravda, 1968. A painting in oil on canvas by Oscar Rabin, from Alexander Glezov's Russian Museum in Exile, Montgeron, near Paris.

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Ballet On their toes Rosemary Hartill

Images of the Dance. By Richard Austin. Vision Press £3.95. 85478 293 1. Birth of a Ballet. By Richard Austin. Vision Press £4.20. 85478 044. A History of Ballet and Dance. By Alexander Bland. Barrie and Jenkins £7.95. 214 2083 6.

Now that experimental modern dance is becoming ever more popular, calling into question many of the old aesthetics of the classical ballet, dance criticism sometimes seems like walking in a dark wood where few paths are clearly marked and where light filters through only in certain glades. We have all seen to ballets which we left excited by the spectacle or the technique displayed, only to find that a few days later we have no lasting memory of the dance in our hearts. Why is this? Why do some dances move us so, when others dance the same steps and leave no impression? What should we look for when we go to the ballet?

Images of the Dance is the first book in English to try to come to terms with these and related questions, and it does so in a way which is both lucid and interesting. That the book is also written with passionate logic, cross-references of rare illumination, and in prose of, at times, piercing beauty makes it a landmark in dance criticism.

The author has distilled a lifetime's experience of the dance into a selection of marvelous essays which, together with those in an earlier book *The Ballerina*, create a theory of aesthetics for the dance. With imagination and sensitivity, he explores subjects like the elements of dream, play and allegory in ballet, the differences between the classical and romantic styles, the elusive qualities of great dancers, and the relationship between dance and its sister arts, particularly music, poetry and design.

Richard Austin writes always at the level of the intelligent reader, and his book is like sharing a voyage of imaginative and intellectual discovery where, at the end, the great dancers still wait.

A fellow Indian, Kamala Markandaya, emphasizes the impact of the colonial administrators on her English schooling. Interviewer John Spencer perceptively suggests that English has proved to be a window on India through which we can view the country with Indian sensibilities.

Writers from Kipling onwards have focused on that curious half-world in which Englishmen and Indians moved at the apex of the background of languages and cultures. The reading from Ms Markandaya's first novel *Nectar in a Sieve* dispels notions of India as "all sweet meadows and rajahs and racial misunderstanding", and re-establishes a faith in Gandhi's dictum that rural India is the true India.

FE English language: colonial experience

Roy Blatchford on Commonwealth writers

The English Novel Abroad. BBC Radio 3, Thursdays 18.30.

"Can the English language express a vision and experience of the life of a country with a different history, a different structure, a different culture from that of Britain?" Professor William Walsh raises the question in the first of six programmes which look at the work of Indian, West African, East African and West Indian novelists who write principally in English.

Why have Commonwealth writers chosen to employ not their native tongue but that of their colonial overlord? Have they tried to correct the popular image of their countries and so make alien worlds and sensibilities accessible to any reader of English? And, most perplexing, why have they consciously chosen a European form, the novel?

These questions are variously explored with five writers. R. K. Narayan, a senior Indian writer of 12 novels in English, surprisingly admits in the opening programme that he never thought of any other language. As he explains, it is a neutral medium in which the words take on the colour of the experience which is described. In the extract read from *The Guide* we are made aware of his mischievous humour and the marvellous transcendence which makes him the most European of Third World writers.

According to R. K. Narayan there is a poem for social protest in the novel. It emphasizes two of his deepest convictions: the loneliness and isolation of the individual and the complete indifference of the crowd.

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Survival in Arctic regions

Jackie Hardie

Caribou of Northern Canada documentary by Canadian Wildlife Service. Colour, 10 minutes. 16mm. Available from Fergus Davidson Associates Ltd, 22 South Audley Street, London, W.1.

A detailed study is made of their movement, population and growth cycles. It has been made necessary by hunting. Although the reasons why the animals were hunted by Athabaskan Indians and Eskimos must have varied they are not explained, nor is the effect of civilized man on caribou territory.

The film follows a herd for one year from the calving on the Arctic tundra in June to rutting and overwintering in coniferous forests and the eventual return to the breeding grounds.

One sequence shows the effect on caribou of insect pests such as the warble-fly. This insect lays its eggs in the caribou hair, the larvae burrow into the skin. Aspects of social behaviour such as ritual combat are also shown. The role of caribou in the web of life of Northern Canada is briefly mentioned, with some shots of their migrations involve river crossings. As stated in the clear commentary spoken by Strawn Robertson, conservation of any large mammalian species can be achieved only if

Music

Festive festival

Geoffrey Russell-Smith

In spite of the current popularity of phrases like "music is beautiful" there is often a tendency to think of success in terms of bigness—the expanding economy, big business, the theatrical spectacular—and, to some extent, this kind of thinking has invaded the world of the music festivals, especially the competitive festival. Anyone closely connected with such events will know well the top half dozen large, successful ones which attract big entries, and to which competitors from all over the country travel each year.

There are three main types of music festival—discounting professional events such as Edinburgh or Aldeburgh. There is the competitive festival (be it local, national or international) where the competitors perform in front of an adjudicator or adjudication panel and receive not only erudite criticism but also marks out of a hundred and, often, trophies or cash prizes for the winners. While this promotes high standards among the talented amateurs, it does little to raise the level of classroom music-making in the ordinary school because it is mainly the more expert child who enters—usually one receiving private music lessons.

Non-competitive schools music festivals are usually organized by a local music advisor, sometimes by The Schools Music Association or some other body, and they consist of public concerts in which representative groups from a number of schools present their own speciality items. The programme ends with a massed performance of a work which all have studied specially for the occasion.

The main difficulty here is that, in the absence of any selection, the standards can vary enormously. There can be less rigorous self-criticism, under-rehearsal, and a lack of concentration on the basics of execution and interpretation. Against such a background, *The National Festival of Music for Youth* constantly faces pressures to become bigger and more prestigious, pressures which threaten its unique character. But it has tried to steer a careful course between the rigorous demands of non-competition and the fact that there are no set works and that no marks are awarded by the adjudicator, either at regional or national level, allows

him a far freer hand in advising, encouraging and occasionally admonishing the players and their teachers. Again, because the pressure on the players is so much less, everyone, including the adjudicators, can enjoy the music being played; the festival has often a really festive atmosphere.

More important perhaps is the inclusion of exciting experimental music-making, often by children of no particularly exceptional talent, the participation by classes of very young children whose teachers wisely avoid music competitions per se, and, strangely enough, entries by some of the most highly trained and talented groups of young musicians in the country.

The commitment to the playing of "own choice" items is an essential ingredient, allowing groups to present music which is genuinely theirs, with enormous success. One thinks of last year's Faber Recorder Consort with their *Plute Danças* by Hans Ulrich Staeps. Moreover it also allows for items specially composed for such groups as The Caledonian Music Centre Percussion Group with their Suite by Ron Forbes, written to accommodate the unusual instrumentation involved.

So what are the dangers for the future? The increasing success of the existing formula may well act as an inducement to "improve" things radically. For example, there is an obvious temptation to "go international", or to prefer valuable prizes for groups of outstanding ability. There is the attraction of recordings and broadcasts or even concert tours.

My personal view—and it is a personal one, not necessarily shared by everybody connected with the festival—is that now the *National Festival of Music for Youth* is a nationally recognized success we must shut all such moves. It would be best to stick to a carefully nurtured showcase for the best in our educational music into a Junior Opportunity *Knocks* to make it a happy hunting ground for international talent spotters, or to allow the finest young talents to face competition to creep in and thus to destroy its particular character and function. The National Festival of Music for Youth is sponsored by The Association of Music Instrument Industries and The Times Educational Supplement.

Television

Of quarks and gluons

John Gribbin

The Key to the Universe. By Nigel Calder. BBC Publications £5.95. Television programme BBC 2 Thursday, January 27.

We are living in an era when high energy physicists and astrophysicists, burrowing ever deeper in their search for the fundamental particles and the forces which link them, believe that they may be within sight of a comprehensive new "world picture", the key to our ultimate understanding of the universe. Much of this research is accessible, requiring giant particle accelerators for the successors of the "atom smashing" experiments of not so long ago, now seen as pretty small beer in retrospect, and much of the language of the researchers is, at first sight, incomprehensible. They inhabit a world where the key particles go by such names as "quarks" and "gluons" and "gipsies", and where the most intriguing properties of those particles relate to their "charm" and "strangeness".

In the latest of his routinely annual TV Science Specials, and the inevitable associated book, Nigel Calder has set out to remove some of the mystery and to interpret those arcane utterings for the layman. We were warned in advance, both by *Radio Times* and the BBC 2 announcer, to expect something rather more difficult than the usual fare from the box, and told that we should all really watch the programme again on the Sunday after its first showing, to catch the bits we missed first time around.

What we were not advised was to read the book before watching the programme, yet in my experience this was the only way most people could have got anything out of it. Using a two-hour special on TV as a trailer for the book hardly makes sense in terms of the BBC's assumed interests, while publishing the book in advance of the show at least part of the potential audience might have been sufficiently informed in advance to stay tuned.

It was a pity that the TV show probably put a lot of people off buying the book. But Calder has not lost touch with the written word and this is as good an introduction to a new subject as, say, *The Weather Machine* was in its day.

Leaving aside the scientific content, which is better obtained from the book, the show suffered on two counts. First, there was an inherent lack of exciting visual material, of the kind which made, say, *Restless Earth* a treat to watch even for the uninitiated. Pictures of talking heads, spider tracks described as the traces of exotic particles, computers and large buildings do not make two hours of good TV. The attempt to compensate for this by balancing the presenter, Nigel Calder, on a bridge across a ludicrous set apparently left over from Dr Who, brought some light relief which helped to alleviate the boredom but hardly the required visual excitement. This is where the second deficiency was so apparent—Calder himself in the role of presenter seemed uncomfortable and made us uncomfortable.

For the layman, the show said no more than "there are some very clever scientists in the world doing very clever things with very clever machines". In no way was it successful as a presentation at peak viewing time on even the minority made ideal material for an Open University broadcast for novices in the new religion, and, while organizations such as the Open University will doubtless seize on it with delight, they might ponder how many equally good programmes could have made for themselves with the equivalent budget.

The book on its own will be most useful to undergraduates in the physical sciences and those so far past the undergraduate stage that, like myself, they have lost touch with recent developments. Again, the lack of exciting visual material shows, but here it does not matter, and the presence of a wealth of diagrams is genuinely relevant and useful. The discussion of gluons and colour—two areas as much a mystery to me as any casual reader—I found clear and directly useful in filling in those gaps in my knowledge.

It was a pity that the TV show probably put a lot of people off buying the book. But Calder has not lost touch with the written word and this is as good an introduction to a new subject as, say, *The Weather Machine* was in its day.

Given this paradox, he has nevertheless made a remarkable attempt at explaining in a readable way the work of the physicist. It is a pity that the TV show probably put a lot of people off buying the book. But Calder has not lost touch with the written word and this is as good an introduction to a new subject as, say, *The Weather Machine* was in its day.

FE Symbolic literacy

Peter Green

Reading the Signs. BBC1 BBC1 late night Sundays, repeated BBC2 Tuesdays, 15.00.

We are surrounded by signs, objects and forms communicating ideas and information. Everything that exists emits an identifying and characteristic signal. The number of signs in this technological world is rapidly increasing. Reading and understanding them is the basis of visual literacy.

The study of visual language has never obtained or established the serious place in education and scholarship that it deserves and makes of our world we must approach the teaching of visual literacy as a parallel priority to the teaching of reading and writing.

This series of five 25-minute programmes sets out to investigate some signs in current use and the problems that arise when new symbols are created. The programmes concentrate on the design of signs and symbols and try to encourage viewers to look at visual information critically.

Five groomed graphic design students are asked to assign symbols for an imaginary international conference area, for the toilet, restaurant, hairdressing and other facilities. We follow their development and visual thinking.

In each programme the students, sitting at their drawing boards, consider and discuss aspects of their work. Unfortunately we never leave the "classroom" to explore the wider world of real visual material, probably the idea is that through watching the students

working the viewing public will come to understand how the grammar of visual signs functions. The observed lesson does not work convincingly. The actions warm up as the series progresses, but the tutor-student relationship is so obviously staged that it negates some of the valuable content. The presentation is static and stilted, everyone is conspicuously on his best behaviour and the lesson as an experience for the viewer, and may come to life.

There is an underlying fine art influence with symbols seen at times as small-scale abstract paintings. Reference is made to fine art practice, possibly at the expense of the broader area of everyday communication and the language of signs is not exclusively to graphic designers and artists. The wider variety of designed forms and how they communicate ideas and information is only referred to briefly.

Concentrating largely on two-dimensional symbols may be a useful beginning but it poses the question of who the series is intended for. The emphasis suggests that it is aimed at students of design or the visual arts, but a general audience "Interested in the higher environment" is also kept in mind. A combined audience of this nature is obviously not an easy target.

The public consumes a great deal of visual material and a different approach might have brought this into the debate. Combining an art student exercise with an attempt to promote visual literacy to a general audience is ambitious and perhaps confusing.

Film At home with country poets

Frances Hill

The Poetry of Landscape—William Wordsworth. 16mm colour. 15 mins. Poetry of Landscape—Thomas Hardy. 16mm colour. 15 mins. Produced by Kevin Marsland Films for the British Tourist Authority. Available through Transport and Travel Film Library, British Transport Films.

In its near bankrupt state Britain must look again at its surviving national assets and reassess their potential as foreign currency earners. What about all that pretty scenery? And all those poets and novelists? (Most foreigners with some secondary education have heard of most of them.) Are they doing their bit to bring in the deutschmarks and dollars?

The British Tourist Authority clearly does not think so, and has produced the first two of a series of films to try to rectify the situation. The formula appears to be to do for Wordsworth and Hardy by design what has been done for Shakespeare more or less by chance. Benefiting from the lessons provided by Stravford on Avon's phenomenal success as a money spinner, the films show Dove Cottage and Hardy's childhood home in pretty settings in a glamorized Lake District and Dorset respectively.

Of course the films can hardly blame Gramercy's lakes and mountains and Dorset's hills and heathlands more beautiful than they are already, except by carefully leaving out all modern accretions such as cars, new buildings and telephones poles, but they can and do give the viewer the impression that nothing much has changed in these areas in the past 100 years.

The film on Wordsworth is the less dishonest of the two: the one on Hardy would leave an unsuspecting Anglophile believing that the entire Dorset population consists of hatters, blacksmiths, farmers and agricultural labourers.

In both films plenty of apparently unspoiled countryside with lush green hills, typically their writing, and the landscapes they inhabited.

Briefings

Radio and tv

FE and general interest

Headmaster (Monday 21.00 BBC 2) Frank Windsor stars in a six-part series about the day-to-day problems of a comprehensive school. May do more harm than good. *The Welfare Network* (Tuesday 19.00 Radio 3)

John Hamson, director for social services in Devon, introduces the first of six programmes on the coordination of health, education and social services.

The English Novel Abroad (Thursday 18.30 Radio 3)

Six studies of overseas writers whose native language is not English, but who chose to write in English. R. K. Narayan, the South Indian author, talks about and reads from his novel *The Guide*. *What Right Have You Got?* (Thursday 19.00 Radio 3)

In "Planning and the Local Authority" Bob Sallick discusses compulsory house purchases and outlines how the individual can influence the planning process. *Music, Maestro, Please* (Friday 19.00 Radio 3)

John Carrow discusses style, taste and the interpreter's responsibility "I beg to differ".

For schools

General Studies (Monday 11.45, Thursday 14.35 BBC 1)

Two programmes originally broadcast in the *Horizon* series explore the differences and similarities between human and higher primates. Sixteen to 19 year olds watch the progress of a chimpanzee in the human world. *Seeing and Doing* (Tuesday 9.30, Thursday 11.22 ITV)

Six year olds are encouraged to interpret sounds and, by extension, a variety of instruments are shown, but ideas on how to construct them. *The World of Work* (Tuesday 9.35 VHF 4)

"You just don't understand" is the cry of two young people with problems at work. Fourteen to 16 year olds hear how Sue and Neil turn to people other than their parents for help. *The Messengers* (Tuesday 9.47, Thursday 9.42 ITV)

"Cameraman in Action" features George Jess Turner, who has worked over 140 hours in Action productions. He chooses three key programmes to illustrate his feelings towards his job. *Figure It Out* (Tuesday 11.05, Friday 9.30 ITV)

The over sevens begin work on multiplication tables, flow diagrams, making a cube and folding a circle. They make a game based on sequences and watch film of a blacksmith working on wrought iron. *Physical Science* (Tuesday 11.40 BBC 1)

Ten programmes designed for 13 to 16-year-old examination-oriented pupils. "Chemical Technology" deals with the general functions of the chemical industry and looks specifically at a large ammonia manufacturing plant. *History 1917-3* (Wednesday 9.38 BBC 1)

Fourteen to 16-year-olds study Russia under "Khrushchev and the Thaw". Focus on his rise to power, changes in home and foreign policy and reasons for his downfall. *Discovery* (Wednesday 11.20 VHF 4)

A unit on "Print and Paper" for nine to 11-year-olds. *Nature* (Wednesday 14.45 VHF 4)

Eight to 10-year-olds continue their study of carnivores and herbivores with a visit to Kenya. "About Elephants" traces the history of the animal and the conservation dilemma it provides in Africa. Can the elephant be allowed to roam on valuable farmland? Will the species be allowed to die out?